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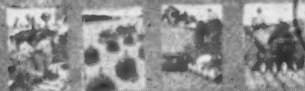
CTA *Edue* Journal

February 1954

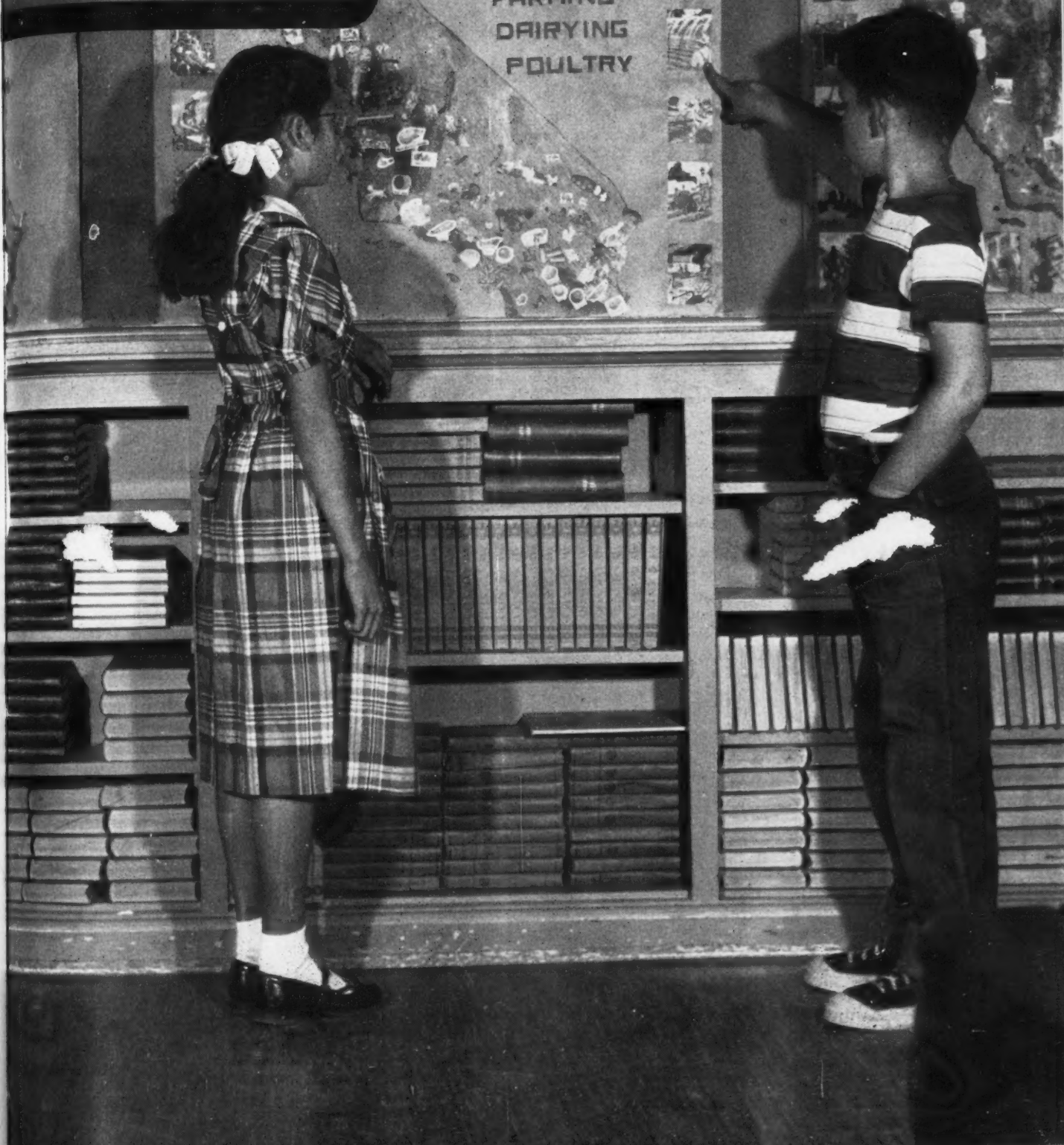
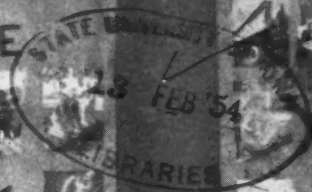
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Committees of elementary students made maps, adding to their interest and value by using contour coloration. On this background they glued pictures relating to the information discovered during research. The project, when completed, made a graphic presentation of agriculture, industry and manufacturing, transportation and communication, and recreation and culture.

Our cover this month is the first of four submitted by Bernice Bronson, secretary of the Huntington Beach Teachers Club. They were selected from a series entitled "Let's Take a Look," an over-view of school life, created by the staff of the elementary school as a public relations project, and will illustrate how some important subjects are taught.

Photograph was made by John Robbins and Clarence Mason.

George S. Craig, district superintendent of Gonzales union elementary school, cites three examples in his county where small schools can supply the number of students required to maintain special classes. His article on education for the handicapped raises some points of controversy.

Dr. Arthur Lerner teaches special and remedial classes at Lincoln high school, Los Angeles. He has had extensive experience in counseling alcoholics.

Helen Chapman's "What Is A Seventh Grader?" (Sept. 1953) brought such applause from readers we feel certain you will like her second contribution: "What Have I to Give?". She teaches at Gage Avenue junior high school in Los Angeles.

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Don't Kill Tenure—Extend It

"There are some remedies worse than the disease"

— Publius Syrus — 34 B.C.

TEACHER tenure as we know it in California is again under attack by the California School Boards Association. The allegation is made that the situation is so serious nothing less than a major operation can bring relief. Even the self-appointed surgeons make it very clear they have no desire to kill the patient. They aim only to excise the malignancy which, according to them, threatens the health of public education. Dire diseases usually evidence serious symptoms. In this case the diagnosis is based on the indisputable fact that there are some unsatisfactory teachers in the public schools. Diagnosis of illness is seldom based on symptoms which are normally found in healthy people. States which have no tenure laws also have unsatisfactory teachers. There is no evidence that the school districts in California in which teachers do not enjoy tenure protection have fewer unsatisfactory teachers than do those districts which give tenure. In fact, the reverse situation seems evident.

The purpose of tenure is to protect the children who have good teachers. No way has been found adequately to protect the pupils of good teachers without making it more difficult to dismiss a poor teacher. Conversely no way has been found to make it easy to dismiss poor teachers and still maintain protection for good teachers.



Arthur F. Corey
CTA Executive Secretary

The tenure law is not perfect. It can be improved. Its most glaring weakness is not the fact that it occasionally deters or postpones the dismissal of a poor teacher, but that there are thousands of good teachers who are not protected at all. These teachers work in small districts where turnover is apt to be highest and teaching conditions poorest. The rural areas in our state will never be able to compete successfully in the teacher market until they can offer some security to prospective employees. Many teachers would prefer to teach in small towns and rural areas but are not willing to face the economic and professional risks involved in the uncertainty of continued employment in such districts.

Instead of performing a "tenurectomy" we should be studying how to extend protection to those teachers who do not now have it. We must not be satisfied merely to defeat all misguided attempts to "scuttle" tenure, but should be able to move forward with a positive program to extend such protection to all deserving teachers in the state. Although no mandate directing such action has been given by the State Council, it is my personal opinion that legislation to accomplish this objective should be introduced in the 1955 session of the legislature.

A handwritten signature in dark ink, appearing to read 'A.F.C.', located at the end of the article.

What Is The Evidence Of Greatness?

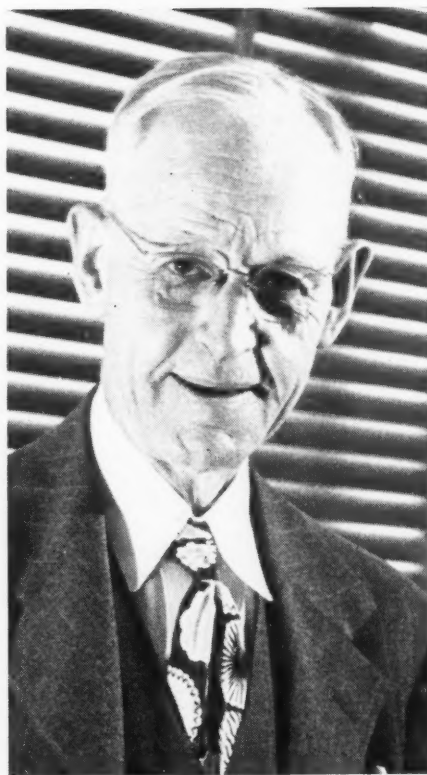
MY luncheon companion was tall, slim, and white-haired. His slender fingers lit one cigarette after another as his quick eyes darted about the room. As we talked, men stopped to rest a hand affectionately on his shoulder, to speak cordially. "My boys," he said to me as the men moved away. "They were in my classes and now they've arrived. There's the manager of Gump's, a famous journalist just returned from an important mission to Israel, a state senator, and a successful attorney-at-law. They are the reasons why I wanted to stay in the classroom."

A. J. "Archie" Cloud, at my urging, was telling me about his early experience as a San Francisco teacher and as a pioneer officer of California Teachers Association. No man, now living, can equal his 38 years as a member of the State Council of Education or can recall with equal intimacy the great men of education in California during the past half-century.

Shortly after he started teaching in San Francisco, he took a train trip south and returned to see the city in smoking ruins. He remembers the desperate heroism of teachers during the great fire and earthquake of 1906.

Born in Santa Cruz August 12, 1878, Archie Cloud turned away from his family's hopes for a legal career and asserted his independence after graduation from the University of California at Berkeley in the class of 1900. There he had followed an extroverted fun-loving course of events which was climaxed by the only recorded stealing of the Stanford Axe.

Understanding and liking young students, he was happy in his Lowell High School classroom in San Francisco. But Alfred Roncovieri, city superintendent of schools, observed Cloud's capacity for making friends and summoned the young man to an ad-



ministrative post. In 1910, the year Roncovieri was named president of the newly reorganized California Teachers Association, Cloud became a deputy superintendent of schools. He remained as deputy or chief deputy until 1935, serving under Superintendents Roncovieri, J. M. Gwinn, and Ed Lee.

Becomes Jaycee President

Edwin A. Lee, now dean of the school of education at UCLA, was a big man with a booming voice. He summoned his deputy to his office with a cordial "Arch, I have big news for you. Robert Gordon Sproul and I have picked you to be president of San Francisco's first junior college."

Cloud's first years at the junior college made heavy demands on his executive experience. At one time, classes were conducted in 23 locations scattered over the city. But he chose his faculty with care and it was his proud boast that Lee and his Board of Education never reversed his decisions.

Retired in 1949 before his 71st birthday, Cloud maintains a deep interest in the junior college (now known as City College of San Francisco). He plucked from his pocket an invitation from the studentbody president to a luncheon in which the president-emeritus would be an honored guest. With a look of bewildered awe he said he had been informed that the new main building now under construction at

Ocean and Phelan Avenues would be named Cloud Hall in his honor.

When Leroy Armstrong became the first full-time secretary of a state association of teachers in 1909, he also became editor of CTA's newly acquired Sierra Educational News. Archibald Cloud then succeeded to the position Armstrong had just left as secretary of the Bay Section. He continued as secretary until 1915, when he was "kicked upstairs" (as he said) to become president of the Section. He is now the senior past president.

Council Member in 1910

Elected a member of the State Council of Education in 1910, Cloud continued to represent the teachers of San Francisco on that body until 1948. In 1912 he became a member of the nine-member Board of Directors and served there 12 years.

Duncan MacKinnon, E. Morris Cox, and Mark Keppel were early presidents of the CTA Board of Directors. In those formative years of transition, Cloud helped mold a federation of independent societies into a strong state-wide organization. He worked with leaders who espoused legislation to improve educational opportunity.

Will C. Wood of Alameda, one of the great superintendents of public instruction, had been a strong legislative leader. Among his accomplishments was his strong advocacy of legislation providing for public support for junior colleges. Cloud once referred to his friend Wood as "the father of the junior college movement in California." Wood wrote Cloud a letter eloquent in its modesty. He wrote "Arch, I am not the father of the junior college; Dean Lange is."

That shifted our luncheon conversation to Alexis F. Lange, the great educational philosopher of the University of California. I asked Archie Cloud to write his impressions of the dean for the Journal. He has done so and we offer his account in this edition.

It had been my cold-blooded intent to interview A. J. Cloud for personal reminiscences about the great men of education. But as I left him, I carried away a picture of humor lines around eyes and mouth, the sound of a quiet voice, and the memory of men who gripped his hand with pride and affection — men who remembered their old teacher. And I wondered "Who are the great men of education?" . . . "Isn't this the evidence of greatness?" — J.W.M.

Dr. Alexis F. Lange

An intimate sketch of a
philosopher-educator who
pioneered California's progress

By A. J. Cloud

In a graduate seminar at University of California, Dean Alexis F. Lange held up a full length lead pencil and said, "Education is like this pencil; first rounded, and then sharpened to a point."

Shortly after Dr. Frank N. Freeman took over his duties as dean of the School of Education at the Berkeley campus, I repeated that observation to him. Then I added, "Whenever I visit Haviland Hall and come in by the main entrance, I pause to salute the splendid life-like portrait of your predecessor which hangs there."

Dr. Freeman asked whether I had known Dean Lange. I replied that I was one of "his boys," both in undergraduate and graduate classes, that I had sat with him in his study at home, and that I had worked side by side with him in the CTA until the end of his days.

Alexis F. Lange, more than any other educational leader of his generation in California, was responsible for at least three great educational movements: the junior college, the junior high school, and vocational education. Evidence in support of that conclusion, in my judgment, is indisputable.

Who, then, was this man and what was he like?

Early Experience

On one occasion, I had an opportunity of listening to him when he gave a glimpse of his early beginnings. He had been born in 1862 on a farm in the upper Mississippi Valley and had spent his boyhood days there. The breadth of his experiences on the farm, he said, had led him to realize the importance of vocational training in any scheme of education.

Whether he attended a "little red schoolhouse" in those youthful years did not appear. But as he approached manhood, he was determined to get a college education, even though, as he expressed it, his family circumstances required him to "paddle his own canoe."

Somehow he managed to enroll at the University of Michigan and to work his way to graduation.

When I first met him, toward the close of the last century, Dr. Lange must have been in his middle thirties. He had been brought to California by Charles Mills Gayley, head of the English department and himself a Michigan alumnus. Lange became an associate professor in that department, specializing in Old English and Anglo-Saxon language and literature.

In 1913, when the department of education was expanded into the University of California School of Educa-

tion, Lange became director and later dean. His tenure with the title of dean was of short duration, however, as he resigned in ill health in 1923 and he died August 28, 1924.

In stature, Dr. Lange was above middle height, sturdily built, with an open friendly countenance typical of his Teutonic forebears. His head was massive and was crowned by a great shock of reddish brown hair. His upper lip was always covered by a spreading moustache. His voice was bell like in clarity and sweetness, though it could be forceful when Lange wanted to stress a point in discussion.

A Friendly Philosopher

The great dean was a companionable, gregarious man. He liked to lean back in a big chair in his study, to quaff from a stein of lager at his elbow, and to puff slow curling rings of smoke into the air from his meerschaum pipe. In that comfortable attitude, he liked to discourse on educational theory.

As early as 1907, Dr. Lange showed an intense interest in teacher organization. He was one of the signers of the articles of incorporation of the California Teachers Association. He took an active part in the deliberations leading to the formation of the basic reorganization of CTA, adopted at the historic Fresno meeting of 1910.

Both of us became members of the CTA Board of Directors in 1912. The dean served with distinction in the early period of CTA history.

Throughout all those years until his lamented death, he was a favored platform speaker at Association meetings and at numerous other gatherings of teachers. His influence was far-reaching. As the late Roy W. Cloud wrote in his "Education in California," "his name will always be highly regarded in his adopted state."



A. F. LANGE — EDUCATIONAL PHILOSOPHER

Discreetly Offered — Appreciatively Received

This is the fourth in a series of Code-interpretive policy statements by the State CTA Ethics Commission. Others dealt with the ethics of contracts, recommendations, and tutoring.

JUDGING from complaints received and problems studied by the CTA Ethics Commission, what is the most frequently violated principle of ethical conduct in professional relationships?

This question found a ready answer in the responses of the Ethics Commission members and a review of the studies completed during the past four years. How to direct constructive criticism at issues without straining personal relationships or violating ethical procedures seems to be the source of greatest confusion among members of the profession.

Application IV-8-d of the Code says: "The professional teacher criticizes with discretion, knowing that only that criticism is valid which stems from a desire to improve the educational process and which is directed at issues rather than personalities."

This statement is supplemented by the other statements in application IV-8: "He acts with consideration in his contacts with fellow teachers. He is kind, tolerant, and loyal, and avoids pettiness, jealousy, and rancor. He takes pride in their achievements; he is grateful for their assistance. He respects their confidence."

Remembering these Code provisions, let's look at some of the incidents and practices encountered by the Commission:

1. In a district where the superintendent had committed many unprofessional acts to incite community pressure against his board, one of the teachers retaliated by criticizing the acts, policies, and practices of the superintendent to other teachers in the presence of pupils, to the community, and to individual board members.

2. The coach in a high school freely expressed his resentment against administrative rulings and practices to team members.

3. An English department chairman utilized her class periods to discuss other teachers and their policies in directing student activities, always making her own disapproval clear and often berating the achievements or goals of teachers and students engaged in these activities.

4. A building principal frequently walked into classrooms and, after only a minute or two of observation, interrupted the teacher to suggest changes in method, sometimes taking over the class to demonstrate her suggestions.

5. In one district, the faculty divided into feuding factions and teachers customarily approached individual board members to express their complaints and criticisms regarding colleagues and administrators.

6. A superintendent frequently discussed his teachers

and their work with other teachers. This was flattering to those in whom he was confiding until they learned that they, too, were subjects of criticism in similar discussions.

7. Several members of one faculty freely criticized each other, but trouble developed when some began to feel that others were assuming administrative authority, and many of these criticisms were delivered in the presence or hearing of students.

8. No teacher organization existed. Teachers frequently expressed their resentment against their principal's dictatorial practices and discriminatory treatment of pupils to parents and civic leaders.

9. In conversation with other teachers and citizens, teachers of one school expressed complaints which led to a much-needed Ethics Commission study. When appearing before the Commission they unanimously related an obviously rehearsed story of "everything is wonderful." The Commission easily disproved this faculty testimony with abundance of contradictory evidence, but the teachers themselves gave no assistance.

10. In a speech delivered before laymen and the press, a college English professor blasted public high schools for graduating "illiterates." This charge was parroted by two other college professors, one a scientist, the other a historian. A high school teacher leveled the same criticism at the elementary schools in his district.

Scores of similar cases could be cited, but these should be sufficient to reflect the extent and nature of the part criticism plays in frictions which erupt as a result of unprofessional conduct. Here are the principles the Commission offers to define "criticism with discretion," and to avoid the pitfalls its studies have uncovered.

1. Criticism of other members of the profession in the presence of pupils.

Such expressions of criticism break down the confidence of pupils in the whole school organization. It leads to lack of respect for the person criticizing as well as the one under criticism. The teacher who criticizes other teachers to pupils takes an unfair advantage of his role as a person of authority and of the pupil's immaturity. He negates his obligation to serve as an example of a person with mature judgment.

These statements apply to those in administrative positions with at least equal emphasis as when applied to classroom teachers. Even constructive criticism aimed at improvement of the educational program should never be delivered in the presence of pupils, laymen, or colleagues.

Zest for gossip often leads pupils to discuss one teacher with another. In such instances, it is the responsibility of the teacher to set the example by making no comment beyond calling attention to the other teacher's better qualities and characteristics. Students who do express a real problem should be assisted in analyzing their difficulties in an impersonal way, seeking the method by which better relationships could be established and maintained.

2. Criticism of other members of the profession in the presence of laymen.

If we are ever to progress to our highest potential status as a profession, this error must be eradicated. Building confidence in a profession requires teamwork by every member. Any criticism of colleagues or the school to parents and the lay public degrades the profession, weakens understanding and support for the school, invites unnecessary community concern over problems which the school personnel itself should be able to solve.

Except when sitting as a member of the governing board in regular meeting, a school trustee is in exactly the same category as any other layman, and the carrying of criticisms or complaints to such individuals should be looked upon with equal disfavor.

Inter-level criticism is especially ruinous to public understanding of educational problems, carries the impression of authority even though the speaker has no special qualifications to understand the methods or problems of those in the level he attacks, and makes it impossible for those criticized to reply without attacking the qualifications of the speaker.

When confronted with seemingly justified lay criticism of a colleague, the only appropriate response is to call attention to some strength or good quality of the person criticized, confessing to lack of direct knowledge of the incident mentioned, then to report the criticism through proper professional channels. Such lay criticism cannot be ignored, but neither should it be fed.

3. Criticism of other members of the profession to other teachers.

This question refers to conversation between individuals or in groups who have no authority to render constructive assistance, such as the all-too-common faculty lunch table gossip. Although "within the family," this expression of criticism creates bad relations, suspicion, and fear. It is a deterrent to professional growth and faculty morale.

Nothing in this admonition is meant to discourage discussion of processes, techniques or philosophy as issues when such discussion is motivated by a "desire to improve the educational processes" and is divorced from personalities.

Again, the special responsibility which those in some administrative positions hold for the performance of staff members includes no license to violate this principle.

4. Can teachers make discreet criticism to administrators or supervisors?

To avoid the hazards of appearing to serve as "informers" or "stool pigeons," teachers should offer criticism of other teachers to administrators or supervisors only under the following conditions:

- a. The issue is such that continued practice would result

in definite damage to the profession or the educational program.

- b. The criticism already has been voiced directly to the teacher involved or a condition exists which would preclude such expressions without straining personal relationships.

- c. No channel for accepting such criticism has been established within the professional organization.

- d. Vindictiveness, spite, or personal gain are not involved and could not reasonably be alleged.

- e. The administrator receiving the information is in a position to rectify the cause of such criticism or at least would be willing to attempt to do so in a friendly and constructive manner.

5. Can criticism be "discreetly" offered to the teacher involved?

If teacher-critics are "kind, tolerant, and loyal" and the recipient is "grateful for their assistance," direct expression can be the best method of criticism. For the administrator, it is almost the only method.

Human relations being as sensitive as they are, however, teacher-to-teacher criticism must be exercised with extreme caution and sympathetic understanding, and not at all if there is any indication that it might strain personal relationships. Resentment may be too high a price to risk for the improvement which the criticism is aimed to attain.

6. Can criticism be "discreetly" offered through professional committee channels?

The more impersonal aspect of a professional relations committee makes it the best channel for constructive criticism, especially on matters of professional conduct. Such a committee of peers can discreetly gather evidence to determine the validity of the criticism and the best method of proceeding. This could be by direct approach to the teacher, by making the criticized offense a subject for impersonal discussion at a faculty meeting or in a committee report. In cases of continued infraction, a report to the administration and board, or to the appropriate ethics commission is in order.

It is the responsibility of the local association to provide this committee channel. Such committees are needed especially as a channel for complaints, criticisms, or suggestions expressed by teachers toward their administrators.

When a committee or commission of the profession has been established to study problems of professional conduct, and when the committee or commission is engaged in such a study, it is the obligation of each member to contribute dispassionately and objectively all information which might assist toward a complete understanding of the problem. Withholding information and evidence from the professional group charged with responsibility for studying and reporting on a problem is just as unethical and as damaging to the profession as expressing criticism and gossip to persons not in a position to evaluate the comments carefully and thoroughly.

Through all of these observations, the single principle provides: A PROFESSIONAL PERSON GIVES AND RECEIVES CONSTRUCTIVE CRITICISM IN A SPIRIT OF FRIENDLINESS WHEN DEALING WITH HIS ASSOCIATES, REGARDLESS OF THEIR POSITION.

The Infallible, Irrepressible 'I' in Guidance

By William Plutte

THERE is need for more guidance in our schools."

"More counselling is necessary to produce better citizens."

"Education is guidance."

The foregoing, representing an infinitesimal portion of expostulated clichés, fit in well to summer school seminars when teachers gather to get that needed lift and reassurance that is so necessary after a bruising year of facing practical realities. However, to sit down and attempt a rationalization of a special services program through the pronouncing of nebulous theories is of little benefit to any but the individual who has no contact with the school child.

Theory is necessary. Without ideals our educational programs would have remained static—and stagnant. We must never lose the educator who has sight of a star—even though that star may be beyond our own personal vision.

The meat of the problem is how to sift the immediate good in a proposition and build upon a present method of education.

Which leads to the current popular fetish of paying obeisance to the magical term "guidance"; not a studied, discerning interpretation of the ramifications involved, but a mass drive toward an undefined goal with little scientific data to offer a solid base for development.

What Is Guidance?

What is actually meant when we refer to the broad field of guidance? It is not sufficient to answer with a philosophical statement that its object is to insure the individual child receives proper counselling in order to arrive at or near his life's goals.

We hope that this fact would be accomplished, but, on the practical side again, we know that this encompassing aim must have some definitive assistance along the route so that the goal will be approached.

This, then, is a role of guidance. Guidance, as pertaining to education, is

a verb, not a noun. We are prone to refer to it as some undefinable adjunct to the curriculum and relegate the mysterious manipulations within its range to "people trained in the field."

Fortunately, one cannot be in education without "guiding." Unfortunately, this guidance may be assumed to fall in the realm of but a few specialists, and though counsellors may provide exceptional services, there is a hidden danger.

The pitfall represents the individual interpretation of the term guidance. We, as teachers, are apt to assume that this phase of education is but a practical application of what we have learned ourselves, framed in a psychological atmosphere determined by our own mores and experiences.

Moral Persuasion

Often an attempt is made to use our own standards of life in pressuring a student who may be as foreign to our customs as we are to his. A common example of this perplexity is found in discussing the advantages of honesty with a child who may come from a home where the art of "taking without being caught" is not only tolerated, but may actually be commended.

Should we give up? Not in "guiding." In philosophizing with artificial, arbitrary, a priori objects we may better refrain from participation in such a vague social meandering. Empirical goals and standards are understood by children; we must not debase them unless we offer concrete substitutions.

Guiding is a one-to-one situation and we are usually found in the situation whereby that arrangement becomes a monologue on the good things in life. A child has to see, or feel—verbal offerings are too vague.

Have you ever, in talking to your colleagues, used the expression, "I had a good talk with Johnny and I believe I straightened him a bit."

Do you really believe that? It is possible, but highly improbable, that a

dissertation on how to do right can change a youngster's life in a few fleeting moments. Johnny was caught cheating. Will the talk on the wages of honesty outweigh the success he enjoyed all those times he wasn't caught? What advice could change his mores?

Conscientious psychiatrists hesitate to offer "advice"; they have spent years in studying the whole individual and realize change comes from within after a certain atmosphere has been provided. Aren't we a bit egotistical in assuming a short talk will create a marked shift in a personality?

Talks on our part, however, will usually do little harm, if we have a positive goal in mind. And so we guide. Now, wouldn't the situation be improved if it were possible to listen to the child's problem first?

When we assume that a child has a guidance problem, we are believing that (1) he realized he is "wrong" or failing and (2) all that is necessary is for us to point out his error.

Pointing to Errors

Completely disregarded is the fact that his environmental atmosphere may have given the student an outlook on life that is perfectly "normal" to him, yet obviously in need of a higher standard—in view of our own mores.

So, in our eagerness to have him conform to a pattern that is accepted as satisfactory we present him with small talks designed to combat a life that has followed definite procedures entirely foreign to our mode of living.

This, then, results in a frustration, both on the part of the student and the teacher.

What is the role of guidance? It can be functional only through a presentation of facts, attitudes and goals that are within the powers of the student to attain. Guidance is the concomitant learning process within each classroom, derived from the accumulation of presented ideas.

Guidance is not a process whereby a marked change is created instantly; it is a constant bending effort that offers as much a challenge to the guider as it does to the guidee.

It is a working together, with the counsellor-teacher aware that limitations on the part of himself as well as the student may oftentimes result in seeming failure.

However, it would be assuming omnipotent powers to predict, as a "counsellor" did, that any one student was doomed to failure because his test record did not match up to the median of a "normal" curve. And this individual was rather self-complacent with the fact that he had the courage so to tell the student's parents.

Before anyone becomes so far-seeing as to forestall success or failure of a youngster as a result of tests, we should read a few biographies of the great men in history who proved to be exceptions to the rule of the thumb predictions that cast the pall of mediocrity over them.

All Need Understanding

And, of course, in almost every discussion on guidance the individual assumes that the child in need of assistance is the one who has fallen below a line accepted as "average" whether it be social, mental or psychological. Too few educators accept the understanding that each child has his own average and the brilliant student, though he may be performing well above the class, has greater need for help than the tail-ender who may actually be producing at full capacity.

Why? Since we accept guidance as a curative measure rather than a positive parallel to all educational contributions we find ourselves thinking, "I have a few problems in my class, but I think I can straighten them out if the others give me enough free time."

Why must we feel that only a few deserve guidance? And that "I" can charm them while the others sit by? Do not all students deserve a full chance to broaden their lives?

And, isn't any improvement a "we" project?

In short, to be worthwhile the guidance program should never capitalize the small "i." If we present opportunities to all, afford as best an atmosphere as possible and assist in the third person, we are following the basic tenets of guidance.

What Have I to Give?

Into my classroom they come and are mingled to form a class which we call English—it might be social studies, mathematics, or any of the other impersonal designations which categorize learning.

There they sit—thirty-eight of them—the poor, the well-fed and over-fed, the dirty, the crude, the frightened, the well-mannered, the belligerent, the fearless.

Some dined from balanced menus last night; others filled hungry stomachs with cold, tainted left-overs; still others drank strawberry soda pop for dinner—a touch of the tasty luxury which fleetingly nourishes the soul, but not the body.

The little boy who sharpens his pencil too many times and who talks too much is remembering the wonderful pop corn balls and fudge his mother used to make—but she now lives in a distant city, and there is much unhappiness for a little boy in learning to live without a mother who did gentle, personal things just for him.

The little girl who belligerently talks too loudly is making noise to cover the gnawing of an empty stomach—and an empty soul. She has never had anyone to do gentle, personal things for her.

The unruly boy on the back row, crafty in his devices of misbehavior, has never felt the warmth and security of love; he resists all efforts at stern discipline but softens at a kind word or the ruffling of his funny crew cut.

The unpredictable boy with the unkempt clothes and body has never understood what things people do *not* do to each other just because they *are* stronger, for he is the target of his father's drunken strength—and he strikes blindly at all of us in a rage which he dares not show at home.

Thirty-eight young, squirming human beings—the happy and the unhappy—not a *class* to be lumped into one mass, but thirty-eight individuals.

Questions lurk behind their eyes, pleas for understanding lie in their shy smiles—or their impudent remarks.

They look to me for knowledge. And what have I to give? So little, really. Yet I was once like them; perhaps I know them, after all. For I've known fear, felt shame at little things, cringed with pangs of mediocrity, searched eyes for friendliness.

Let me, before I speak, remember these things and recall the lash of a teacher's tongue when I, too, was in the seventh grade and couldn't understand a problem in arithmetic.

Above all, let me soften the sharpness of my own tongue that no young personality will carry from my classroom the scar of humiliation.

HELEN P. CHAPMAN



Segregated classes for retarded and handicapped children promotes failure, says this writer

Don't Fence Them Off

By George S. Craig

LITTLE time remains for a reevaluation of the special class program for mentally retarded minors. Once capital outlay is made by the various counties the probability of change in basic policy is greatly reduced and the program may be fixed for several decades. It is imperative that a re-examination be made without delay.

There has been great improvement in the educational opportunities of mentally handicapped children. In the past these children were often asked to perform tasks in school which were impossible for them. The repeated failure turned them to behavior which was socially unacceptable, resulting in wasted lives.

No one would claim, however, that the present program represents the full and final development. The purpose of this article is to outline changes which will further the program. These changes can be accomplished by permissive legislation. Care must be taken to do this so as to preserve the advancement already made. We should insure the continued protection of children from experiencing repeated failure.

There are at least three types of problems in children with mental inadequacies. The first is the child who is mentally retarded. Psychological problems, inadequate cultural background, and even physical limitations may produce mental retardation. The inference in the use of the term retardation, indicates the possibility for growth. These children may be thought of as having a low efficiency quotient. These children are eligible for certification to the special class program under the present interpretation of the school code.

The second type problem can be referred to as mentally handicapped. These children are normal in the sense of not having emotional disturbances. They are operating at satisfactory efficiency levels for their intelligence but are probably incapable of significant improvement in ability. Children are

classified as mentally handicapped if their level of mental ability is high enough to expect their participation in society. It is presumed they will eventually earn a living, raise families, and drive cars on the public highway.

The third type child is the mentally deficient. This so called point "two" child is not expected to participate in society. He will need a sheltered environment and possible institutionalization either in the home or with a public agency. Adequate social opportunity for the mentally deficient would not be defined in the same way as for the retarded or handicapped.

The point "one" mentally retarded or handicapped child previously referred to does, however, have a valid claim to equal social opportunity.

There is legitimate criticism of the present program for its failure to provide equal social opportunity in the classes operated by counties. Society has the right to expect more than mere institutionalization during the school years if these mentally handicapped children are to be permitted access to normal life.

Why Permissive Legislation?

The present provisions of the California School Code prevent the alert small districts from participating in the special class program. This is done on the basis of three conclusions.

The first conclusion is that small schools do not have a sufficient number of children in this category to have a special class for mentally retarded children. The second reason given for exclusion of the small district is that it would be financially impossible, that operation in larger units would result in greater economy. The third assumption is that the program would suffer from inadequate supervision, that the local district would lapse back into the

(Continued to page 34)

Recognition of each student as an individual is an accepted tenet of modern education. To develop the individual and to lead him into a harmonious relationship with society is a major responsibility of the teacher. On the facing pages above are articles dealing with these problems. Opinions expressed here about methods of educating the gifted and the handicapped child are the authors' own and are not official policy of the California Teachers Association.

Let Them Find Themselves

**Gifted primary children must be found
and encouraged by competent
understanding advisers**

By Cecelia Cortage

ACCORDING to the California State Department of Education, enrollments in the California public schools on March 31, 1953, were 227,813 children in the first grade; 178,465 in the second grade; and 179,100 in the third grade; or a total of 585,378 children—over a half million—in the primary grades.

If we take the I. Q. 132, two standard deviations above the mean, to use Terman and Merrill's figures, this I. Q. of 132 would be exceeded by 2.3 per cent of our population. The I. Q. 148, or three standard deviations above the mean, would be exceeded by one-tenth of one per cent. Of our 585,378 primary pupils, therefore, a percentage of 2.3 is 13,464 children who have an I. Q. of 132 or higher. Those who have an I. Q. of 148 or higher, or one-tenth of one per cent of the school enrollment in the primary grades in California, number 585 children.

The numbers are probably larger as Terman based these percentages on the general population, and the school population is considered to be smarter than average by statisticians and also by their mothers.

Of course, if we are going to admit that we have these children on our hands, as well as on our conscience, we shall have to make plans for feeding them. Even the primary ones are beyond the age of baby food prepared according to past curriculum-cooking schools.

At most of our scholastic soirees where we meet the problem of education for gifted children, we quote authoritative sources or list tables of statistical summations. (Figures impress everyone, and mostly men.) We usually bite our tongues before we learn

that, when measuring new ideas, educational circles may be squares.

Polite and Politic

In our parent-teacher conferences, we may also feel that it is more polite, as well as politic, to report to Mother that, if her Leslie—you've heard of him: little Les Intelligent, Jr.?—will apply himself, he will be able to do the work. His school work shows a lack of application and not, naturally, a lack of ability. We tell Mother.

So she goes home and applies a little encouragement to little Les. Consequently, he is inspired to do his work. Isn't he? Mother has some doubts of his ability (she suspects that Jr. takes after his father). But she wants to believe what we say, and we want to say what we think she wants to hear. Plain talk isn't being heard this semester. Perhaps, if we had to apply it to ourselves, that is as well.

We remind ourselves, though, to build up Les's sense of success. We tell him that he is the best paper-picker-upper in our room. (Is paper all that he can pick up?) But yesterday he almost gave us the right answer for 2 and 2. He said 5. We wouldn't say, would we, that he was wrong? He was close.

On the other side of the I. Q., when we are convinced that Mother's young Bill is a genuine bill of lading for a shipment of genius, we may not mention that, either. Not because Mother would not be pleased to meet us over our concern for his intellectual future in the public schools of California. We are afraid of what her friends and neighbors who also have children would say if she told them what we said.

Caution for Genius

Rightly, we should hesitate before we inform any child's mother, or his usually unseen but probable father, that the child is a genius. The genius of a

child may be a stillborn talent if it is not given sufficient pre-natal care and instrumental help for making its cry of individual rage when it births into the adult world.

But we could tell Mother that her child is capable of doing hard work, couldn't we, and that we intend to encourage him in it—before he reaches adulthood and the age of avoiding work? For one possibility in the primary grades, a gifted child could learn a foreign language; and why not an Oriental one rather than an Occidental?

How About Enrichment?

You have probably contemplated enrichment within the classroom for gifted children. Enrichment within the classroom seems to be a method of education whose component parts are frequently described within the covers of pedagogical tomes and whose essence is easily caught and preserved in those printed pamphlets which teachers receive for storage. Unfortunately, it is an essence which tends to evaporate within the classroom.

To quote from an unpublished thesis—mine—on programs of education for intellectually gifted children in the public schools of California:

"The ideal of enrichment within the classroom is translated into reality only by those teachers who are adept at juggling three dozen mental balls at once in the intellectual air, without dropping any on their heads. Such teachers are rare and greatly to be desired.

"For without wise, understanding, skillful teachers, sensitive to the nuances of the questing mind behind a gifted child's gaze; without reasonably permissive, flexible curriculum practices, enrichment within the classroom for intellectually gifted children in the public schools of California can become the Confederate currency for modern educational buck passing."

In addition to not having enrichment for gifted children within the average classroom, our schools also have group work for them. Group work is when the teacher works with the children in one group while she watches the children in the other groups and listens to the children who have misplaced their groups, or themselves, or their pencils, papers, books, modeling clay, insect life, projects for today, and other appendages not permanently growing on them.

(Continued on page 38)

How Is Your Classroom Climate?

By Arthur Lerner

THE atmosphere in any given classroom is more than the mere chemical and physical properties which may be inherent in the air at any specific moment. Furthermore, it can also be said that the classroom climate is more than the mere location, physical arrangement, or people within the physical setting. One little boy once remarked, "This room looks nice and makes you feel cool, but nobody cares to do any work in this place."

Needless to say, atmospheric conditions, physical arrangements, and teachers and pupils in the classroom are not "least" important aspects of the learning experience. What is significant, however, are the feelings of the people within the classroom and the interacting process which occurs. A twelve year old girl once said of her geography teacher, "I learn a lot in her class because she seems to know how I feel."

Kinds of Climate

In the main, the group climate in a classroom is generally composed of the following phenomena: (1) the attitudes and feelings of the individual pupils, (2) the attitudes and feelings of the individual pupils toward each other, (3) the attitudes and feelings of the individual pupils toward the teacher, (4) the attitudes and feelings of the teacher toward the pupils as indicated via teaching methods employed, comments made, understanding, skills, dress, politeness, and a host of miscellaneous factors, many of which include administrative attitudes and practices as felt in the classroom.

Indeed, an atomic chain reaction is not the sole property of physics and chemistry. A wave of various feelings are daily set off in the classroom. A pupil once remarked, "I like to work in this class if I feel that everyone else likes to work. I feel like loafing if the others are taking it easy." Another pupil said, "Even when I feel like doing work here, I can't, unless the others make me feel like it's OK." Recently, a young lad observed, "Sometimes we

are all dying to work and Mrs. S—sure knows how to get the best out of us."

Skill in Relationships

Realistically speaking, it should be remembered that the above phenomena occur in all groups, especially wherever a leader is present. What makes the teaching experience something special is that the group members are involved in learning situations during impressionable and formative years of their lives. This requires the teacher to be flexible enough to vary techniques and skills in order that the needs of a particular class may be met. This, of course, implies skill in the art of human relationships.

The interacting process in a classroom, by and large, determines its climate. In order to have a healthy classroom climate, we may ask of the teacher a few pertinent questions.

Does the teacher have a warm personality? In addition to liking people, it is important to be consciously aware of the fact that sometimes our own personal problems may become involved in our relationship with others. Do we have enough psychological independence properly to understand and realize the feelings of youngsters in the learning process?

Does the teacher have enough insight into the lives of children by practicing the precept that it is possible to accept and like a child without necessarily agreeing with what the child does or says? Nine-year-old Johnny once commented about his teacher, "Mr. R—likes me even though he doesn't like some of the things I do."

Does the teacher have enough insight into the process of helping children to help themselves? We sometimes forget that exclusive of necessary information giving, telling is not necessarily the same as helping. Boys and girls present the teacher with a real challenge when they are inspired to learn.

Child Expression

Does the teacher have enough hindsight and foresight to allow the child

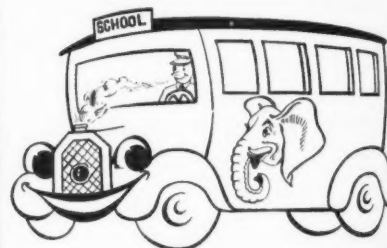
to express himself or herself and help the youngster to articulate such expression without the fear of any kind of reprisal? Obviously, this should be experienced within the boundaries of sound mental hygiene practice. It must be remembered that many youngsters often want to say something but do not know how to say it, or perhaps feel ashamed and frightened. One lad recently told his teacher, "Every time I feel kittens about saying something, you always seem to make me feel that it is just the thing to do."

Does the teacher have enough vision to realize that the classroom climate is a vital part of the child's life? It should be emphasized that children take the total sum of their lives to class and from class. Whatever occurs in the classroom has an effect upon the child's feelings, emotions, attitudes, and life outside of the classroom. Indeed, it may be asked, Does the teacher understand that the classroom climate and activities are part of the ongoing process of life?

Needless to say, many other questions may well be asked here. However, it is difficult to refute the fact that the mental health condition of a classroom climate is a potentially strong factor in stimulating youngsters to secure a wider vision of purposeful living. Inhaling the invigorating air of a wholesome atmosphere may well inspire the youngsters to continue maturing along similar lines, long after they have left the environment of the school.

Can't Miss the Bus

Because a school bus driver suggested that each school bus be identified with a picture of an elephant, a clown, or a nursery rhyme character, brand-new kindergartners in Sycamore,



Illinois, no longer worry about getting on the right school bus during the first few days of school. So reports the National School Public Relations Association in a recent issue of *It Starts in the Classroom Newsletter*. Children loved the idea, says NSPRA, and so did their parents.

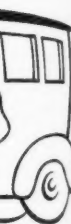
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"I Pledge Allegiance"

By Lillian Larson

I PLEDGE allegiance . . ." With glowing eyes lifted to the red, white, and blue of Old Glory and right hands over hearts, Susan, Joe, Ingrid, Nikki, and the more than thirty other boys and girls in the class voiced in unison the cherished words symbolizing their loyalty to America. Another school day had begun.

"I pledge allegiance . . ." For child and teenager, I thought, the ultimate meaning behind those words would depend, to a startling degree, upon the significance of what happens from now on in busy classrooms clear across America.

"I pledge allegiance . . ." Suddenly I realized that if I, the teacher, were truly to "pledge allegiance to the flag of the United States of America and to the Republic for which it stands," I must pledge myself anew to fulfill my indispensable role in educating for citizenship the boys and girls who are the hope of that Republic. For upon them, in very truth, may rest the future of the entire free world.

Why this sudden awareness? Much of it I could attribute to my service on the Commission which prepared *Educating for American Citizenship*, the 1954 Yearbook of the American Association of School Administrators.

For empire-hungry Communism is on the march against the free world. Today and tomorrow and for stretching cycles of tomorrows, perhaps, the threat to our Republic is total—geographic, political, economic, anti-religious. From the mouths of the Red dictators themselves the Yearbook documents their revolting ideology and their treacherous strategy. To face this threat we must be strong at home, strong as a great-hearted people, strong in the faith that public office is a public trust, that there is not only a privilege but a duty to vote and vote wisely—to be alert, active, clearheaded citizens. The American citizen's job of decision-making today and tomorrow is as complicated as it is crucial. So we need to look again at our program of citizenship education.

The American citizen of this generation and the next has not just one citizenship role to play. He has seven. The Yearbook calls them the seven concentric circles of American citizenship because geographically they really are concentric. Americans, young and old, have citizenship roles in circle 1, the family circle. They also function as American citizens in circle 7, the world arena. In the world circle, decisions involving our very survival remain to be made. Lying within the world circle and outside of the family circle are other important circles where American citizens have important roles to play. They are the school, the neighborhood, the local community, the state, and the Nation. The Yearbook uses examples of practice in the home, the school, the neighborhood, and the local community to show how preparation for active American citizenship in the wider arenas may be strengthened and made more dynamic.

The classroom teacher's part is indispensable, the Yearbook says, for in American classrooms the history of America is being written—that the dreams of Washington, Jefferson, and the other Founding Fathers for an educated citizenry will come true. The Yearbook has advice for teachers, too, and many examples of good teaching practice gleaned from all parts of the country. These will be of interest to principals and superintendents and board members and lay citizens generally.

Thorough teaching of history, geography, and the social studies is essential. Every subject field adds its strength to civic education. But important as thorough subject teaching is, it is not enough to do the citizenship-building job called for in today's world. It's like trying to carve the Lord's Prayer on the head of a pin to attempt to outline here the Yearbook's four-way approach. Without apologies to the radio commercial, the Yearbook says: "Build good American citizenship four ways" through:

1. **Teaching** about the American heritage—what it is, how dearly we paid for it, the problems and threats of today—history, geography, and the social studies especially, but every subject yielding its grains of gold.
 2. **Inculcation of American ideals and attitudes**—the ideals and values we live by; making knowledge and understanding of ideals come to life as motivating forces.
 3. **Teaching how to study public questions** and reach independent opinions. Controversial issues? Yes—but there are special "how-to-do-its" that will interest you.
- And finally, as a clincher to all the rest—
4. **Continuing practice in active citizenship service and share of responsibilities** in home, school, and the other concentric circles. Responsibilities, that is, appropriate to the pupils' maturity. You administrators come in for some very special advice at this point.

As a teacher, I gain from *Educating for American Citizenship* many ideas found effective in other school systems and I benefit from the findings of research. Knowing the great issues at stake, how can I but pledge myself to rise to the supreme challenge of improving citizenship education for the Susans, Joes, Ingrids, and Nikkis who look to me and to teachers everywhere to give meaning to the oft-repeated words, "I pledge allegiance . . ."

Educating for American Citizenship, the Thirty-Second Yearbook of the American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington 6, D. C. 1954. \$5.00. Usual NEA quantity discounts.

How Do We Find More Teachers?

Critical shortage is surveyed by state-wide professional and lay conference, leading to specific recommendations for action

By Roy E. Simpson
Superintendent of Public Instruction

PUBLIC schools over the nation are facing a critical shortage of teachers. In every state the demand for adequately trained teachers far exceeds the supply. In California our teacher shortage is particularly acute and promises to grow more so.

Members of my staff and I are giving careful study to what can be done to get more young men and women to choose teaching as a career, to reduce the number of decisions made by good teachers to leave the profession for other occupational pursuits, and to encourage those who are qualified to teach but who are not now teaching, to accept public school positions. Our recently formed State Department Recruitment Committee recognizes that a child's teacher is the most important single influence in his formal education, and that every child should have a teacher who is qualified in every respect.

During the 1952-53 school year there were 5,407 persons serving the public schools of California on emergency credentials. That number has grown to 6,047 this year. Between now and 1958 it is estimated that more than 65,000 additional teachers will be needed to supply the public schools of this state.

Not Enough Training

The colleges and universities in California have not prepared enough qualified teachers. Approximately one half of the teachers certificated in California each year received their education in out-of-state institutions of higher learning. However, because the shortage of teachers is a national problem, it may be wise to anticipate greater difficulty in obtaining, from other parts of the nation, the number of teachers needed.

When school opened last September California needed 13,000 additional teachers. It is estimated that for the next five years we will need 13,000 new teachers each year. Of the additional teachers required during the next five-year period, 45,000 will be needed to fill positions at the elementary level and 20,000 at the secondary level.

Causes of Shortage

The shortage of teachers is caused principally by: (1) retirement and death (approximately 2,000 each year); (2) drop outs from the state's teaching force due to various reasons (approximately 6,000 each year); (3) increase in school population due to the greatest "westward movement" of all time, and the great increase in birth rate during World War II.

As an example of what the increase in school enrollments means in terms of new teachers needed, it is estimated that to keep pace with this growth, 5,000 new teachers will be needed each year. Estimates indicate that by 1960 there will be 150 pupils enrolled in public elementary schools where there were only 100 enrolled in 1952, and 175 high school pupils where there were 100 in 1952. Estimates for 1965 high school enrollment growth show there will be 220 students for every 100 in 1952.

The State Department Recruitment Committee met December 29 in Sacramento with a representative group of leaders from labor, business, industry, and professional life throughout California to study the shortage. The purpose of the meeting was to raise questions and stimulate the formation of plans of action.

In preparation for the discussion immediately following the first general

session, conference participants identified the following issues connected with the short supply of teachers in California:

1. One way to help solve the problem is through the lowering of standards for teachers. Is this desirable and should it be considered as a means? The consensus of the group was that this is the last thing we want to do. The high quality of teacher education in California should be maintained.

2. A comparison should be made of teacher's salaries with the salaries of members of other professional groups requiring comparable preparation.

3. A lay citizens committee should be appointed to make continuing studies of teacher supply and demand.

4. A comparison should be made of withdrawals from the teaching profession with withdrawals from other professions.

5. Concentration upon the in-service training of teachers should be considered as a means of increasing the supply of competent teachers. Several studies of this kind are now under way.

6. Teacher retirement laws should be studied to determine if they in any way contribute to decisions of former teachers not to return to the profession.

7. Ways should be studied to make teaching more attractive.

8. The chief function of a teacher should be instruction. Ways should be found to eliminate the many classroom interruptions which interfere with this function and tend to make teaching unattractive.

9. An emphasis should be placed upon acquainting all students with facts about the teaching profession as part of every school's general occupa-

tional information and guidance programs.

10. Apparent public apathy regarding the teacher shortage should be countered.

11. The re-recruitment of former teachers should receive special attention.

12. There is some negativism regarding teacher recruitment among members of the profession. Reasons for this should be investigated and methods to combat such negativism should be initiated.

The real work of the conference took place in study groups which were small enough to allow for individual participation and full exchange of ideas. Members of each group considered seriously the many phases of the problem which came within their experiences and brought back to the entire conference group their recommendations concerning the problem.

The following suggestions and recommendations came out of the study group deliberations and were presented to all participants as the concluding part of the day's conference:

Publicity Needed

There was agreement among study groups that we have a firm obligation to transmit the information about the short supply of teachers in California, particularly to all parents but also to every responsible resident in the state. All avenues of communication should be utilized including the press, radio, and television. Various types of organizations, lay as well as professional, should be given the facts about the teacher shortage and their co-operation for action requested.

Continued Study

Additional time is needed for members to study carefully implications of the discussion which took place and the recommendations coming out of the various study groups. Conference participants also will wish to take back to their respective organizations for consideration and action the issues raised and the recommendations made. There is a definite need to continue the activities of the conference group which met on December 29.

The possibility of action being taken by a new group was discussed. This new group, known as the California Educational Study Council, is presently in the organizational stage. The council will be made up of representatives

of all organizations with an interest in public education.

Recruit Former Teachers

The re-recruitment of former teachers is an important task. Suggested was a survey by various organizations of their membership lists, e.g., League of Women Voters, College and University Alumni groups, American Association of University Women, to determine eligible candidates for recruitment. Education committees of Chambers of Commerce, service clubs, and lodges should be encouraged to help in re-recruitment.

Also, as part of a re-recruitment campaign, teacher retirement laws should be investigated for obstacles which stand in the way of getting former teachers back on the job. Any provisions in the Teacher Retirement Law which present obstacles to the re-recruitment of teachers should be investigated.

There is a serious need to activate the entire teaching profession toward teacher recruitment and re-recruitment. Curriculum materials which furnish the proper focus and give added prestige to the teaching profession should be developed and utilized in the vocational exploratory programs at the junior high level and in occupational information programs at the high school level.

Stress Prestige Values

The societal values of teaching should be stressed constantly, both to

the students in the process of choosing professional careers and former teachers. Teachers are key people in a democratic society. The calibre of persons holding teaching positions to a large measure determines how well the American way of life is perpetuated.

For recruitment to be successful the teaching profession must be held in higher public esteem. The prestige of teaching as a career must emanate from the profession itself before it is accepted as such generally.

Improve Utilization

There is need not only of recruiting new teachers but also of improving the efficiency of the teachers we now have. Better utilization of teachers is needed. Too much valuable teacher time is consumed on clerical and similar non-instructional duties.

Teachers' jobs should be made more attractive by improving their working conditions. Many of the unnecessary classroom interruptions can be eliminated and, in general, the professional abilities of the teacher can be more profitably employed.

Limits placed upon the upper age a teacher can be employed or re-employed restricts the supply of teachers in many instances. However, this is a problem which requires considerable study before general policy can be determined.

On-job Training

On-the-job training of teachers financed through foundation grants is being initiated on an experimental basis in certain areas. These programs should be watched for recruiting aid possibilities and larger programs developed if the results justify.

The in-service training of teachers must be expanded to upgrade persons who are on emergency and provisional credentials.

Equalize Salary Inducements

Salaries have a great deal to do with the ability to recruit teachers. When not commensurate with the training and qualifications required, recruiting becomes more difficult. Every effort should be made to obtain and maintain teachers' salaries in line with salaries paid other professional groups with comparable educational qualifications.



Will 3 go into 239 even? Will there be a remainder? What will it be? Come in early tomorrow morning and find out.

By Your Leave

Sabbatical leave for public school teachers is little known and rarely used. You and your colleagues might talk about it . . .

PHOOEY on a good salary schedule, tenure, and good community relations!" exclaimed George Pringle, looking around the group to see how it took it. A few members of the Ideal Unified School District Teachers Club sat together informally in the course of the "social half-hour" preceding the regular monthly meeting.

"Phooey on you, if you mean that!" retorted Joseph Steele, principal of Ideal Elementary School, "What brought it on, George?"

"They've kept me on this job too long," explained George with a grin, "It's time I climbed out of the rut."

"You know, he's got a point," Sally Brown said seriously. "I've been teaching junior high school social studies here for eight years, and I wonder if I've really kept up with all that's happening in the world?"

"Why not?" demanded Mrs. Randall, who headed the business education department in the high school, "Haven't you been to workshops and summer school and taken vacation trips? What's happened to your professional growth?"

"Oh, it's helped a lot," Sally replied, "But I feel the need for a more extensive review of things with a little time to let it soak in. And perhaps a chance to travel and see some things first hand."

Get Up-to-date

"That's what I mean," George agreed, "Things have been popping just as fast in my field, science, as they have anywhere else—or faster. I really need some time to get up-to-date. Ought to visit some industries as well as take some courses I can't get in summer school."

"Well, now, there have been a lot of changes in business methods since the war," Mrs. Randall remarked thoughtfully.

"All of that really goes double for an elementary teacher," James Buckley exclaimed, "I've got to hit all the fields. And there's a lot of new stuff in psychology and methods that can't be absorbed overnight."

"You know Joe, it might not even hurt a principal to get away from his job for six months or a year," John Carter remarked.

"Wouldn't hurt a supervisor, either," Joseph Steele rejoined, "In fact I think maybe administrators and supervisors could use time off for travel or study even better than teachers. After all, they're often on the job in the summer and other times when teachers can be traveling or taking classes."

The group turned to Carl Williams, Teachers Club president, who had just come up.

"Why can't teachers take some time off—maybe even with pay—to catch up with things in education and their subject fields?" Mrs. Randall demanded of him. "I mean teachers who have been on the job a long time, like most of us. Isn't that something for our Association to work on?"

"Yes," Carl replied, "But it's already worked on it a lot, you know."

"No, I didn't," Sally Brown said firmly, "Do you mean one of us could get a leave to study and get paid?"

"Yes," Carl returned, "It's possible. Haven't you heard of sabbatical leave?"

One or two heads nodded affirmatively, but all the faces looked blank.

"All right," Carl began, "You've asked for a lecture and you're going to get it."

Pay As You Leave

"A sabbatical leave is a leave for a semester or a year to study, travel, or do something else that will make you a better teacher. It gives you a chance to get out of the rut and to catch up on the latest developments outside of



By Garford Gordon
CTA Assistant Director of Research

your own situation. That means it makes you more valuable to your school district, so the legislature has authorized districts to pay you while you're taking the leave. Provided you agree to return and serve at least two more years in the district after the leave."

"What happens if you don't?" asked Joe Steele.

"You have to pay back the money. At first you only got paid after returning to work. Half at the end of the first year and half after the second. Later, the legislature okayed a district's paying you during the leave if you put up a bond guaranteeing that you'd work for it for two more years. Now, the district can waive the bond if it wants to. Many districts that give sabbatical leaves do this now."

"Sabbatical means seventh, doesn't it," remarked Jim Buckley, "So you ought to get a sabbatical leave every seventh year."

Every Eighth Year

"Well, it doesn't exactly mean seventh," Carl disagreed mildly, "But it is related to the idea of taking the seventh day of the week off from work. However, the Education Code requires that you teach seven years for a district before you are eligible for a sabbatical leave. So it works out that if you took a sabbatical leave as often as you were eligible you'd get one every eighth year."

"What happens if you don't take the leave after seven years?" asked Mrs. Randall, "I've been here fifteen years."

"You can still take it after eight or nine or any number of years over seven."

But you can't start counting the seven years toward a second one until after you've taken the first."

"I've taught in two different schools since I've been here," Sally Brown stated. "Can I count the time I spent at the first one?"

Carl nodded assent. "But," he said, "You can't work for two different school boards. It must all be in the same district or in districts under the same board of education."

"Well, since we haven't heard all this before, most districts must not grant sabbatical leaves even though the law lets them," stated George Pringle.

Are Teachers Interested?

"I think the chief reason has been that teachers haven't been interested in getting them; probably because the law didn't make it possible for most districts to pay enough. But now that they can pay up to half salary in all cases I think there'll be a lot more interest in such leaves. A recent study by the CTA Research Department showed that forty-two of the districts studied had granted sabbatical leaves in the last three years. Another twenty-seven said they were forming policies. Less than three per cent indicated that they were not favorable to giving this kind of leave."

"You said they could pay to half salary. What's the least the district can pay?" queried John Carter.

Schedules Vary

"The difference between your regular pay and that of the substitute," Carl explained, "The CTA study found that 35 per cent of the districts that gave leaves paid one-fourth or less of the regular salary; while 27 per cent paid from one-fourth to one-half salary, and 23 per cent paid one-half or more. You see, if a district has a sick leave plan that calls for a certain part of your salary to be paid even after the full pay period required by the law has expired, they can pay that same part of their salary to teachers on sabbatical leave even if it's over half of the salary."

"Up to this year that was the only way that districts could pay more than the difference between your salary and the substitute's. So, now that any district can pay up to half salary, the pay picture should be even better in the future."

"You keep saying teachers," Joe Steele remarked, "What about administrators? Say a principal like me?"

(Continued to page 32)

Sick Leave May Accumulate Without Limitation Is Opinion

GOVERNING boards of school districts have no authority to limit the number of days of unused sick leave which a California teacher may accumulate. Their only power in determining the amount of leave to which a certificated employee is entitled is in granting additional days beyond the statutory minimum.

Such is the opinion of Attorney General Edmund G. Brown who has ruled that the language of the CTA-sponsored bill removing the lid on accumulation of unused leave is "plain and unambiguous" and clearly permits such accumulation without limit.

The opinion has cleared up a misconception of the effect of the bill which in some sections of the state has led administrators to believe that the governing board could now fix the maximum amount of sick leave which certificated employees could accumulate.

The CTA measure, passed at the 1953 session of the Legislature, became effective last September 9. It clarified the right of teachers to use the annual 10-day allowance at any time during the school year and deleted the 40-day maximum on accumulation previously in the law.

The question officially was taken to the Attorney General by San Diego's District Attorney James Don Keller. He also asked whether certificated employees retain the sick leave accumulated under the old law when the new one became effective.

Attorney General Brown answered that question in the affirmative, explaining that employees having accumulated sick leave prior to last September 10 retained such leave.

In delineating the powers of governing boards, the Attorney General said that Education Code Section 13841.1, as amended by the CTA-sponsored legislation, "now permits accumulated sick leave without limitation, and does not abolish the minimum allowable annually. The power of the governing board in determining the amount of accumulated leave to which a certificated employee is entitled refers only to 'additional days' beyond the statutory minimum."

"The power of the board, accordingly, cannot be exercised in derogation of the rights of the employee to accumulate from year to year the unused portions of the 10-day annual leave expressly conferred by the statute."

The 1953 legislation was authored by Assemblyman Ernest R. Geddes, of Los Angeles County, a member of the lower house Education Committee.

CTA SPONSORS SCANDINAVIAN SUMMER SESSIONS 1954

A program of lecture courses and side trips in Norway, Sweden, and Denmark is planned as a summer session experience for teachers who want to earn up to six units of credit transferable to San Jose State College. The California Teachers Association is sponsoring the project, which is geared to minimum expense and maximum benefit.

The plan was worked out by Glen T. Goodwill, superintendent of schools at Monterey and a past president of the California Association of School Administrators, who is particularly interested in international education. He hopes eventually to extend the program to other countries in Europe, and to the Pacific islands and Far East, so that more and more teachers can have firsthand information about other peoples and so that they may be better qualified to impart this understanding to young students.

The \$945 cost takes care of hotels, most of the meals, and transportation from and to New York City. For an additional \$300, teachers may take special trips to England, France, Holland, Belgium, Luxembourg, Germany and Switzerland, either before or after the summer sessions. The courses are concerned with Scandinavian social advancements, politics, economy, international relations, and educational systems. Two weeks each will be spent at Oslo, Stockholm, and Copenhagen.

Inquiries about the program may be directed either to the CTA Journal or to San Jose State College. Travel arrangements were made by Phinney-McGinnis Travel Service of Monterey.

What I'd like to know is

Q. Is it true that the CTA has taken a stand for lengthening the school year? If so, has the CTA taken a position in regard to salary increases corresponding to the additional days?

Ans. The only action taken by the State Council concerned the specific issue of changing the minimum school year from 170 to 175 days, the latter requirement still being below the practice in many districts. Since this change merely brought California standards closer to the practice in most other states, it was not considered that this constituted any major increase. It had no effect on most California teachers. Hence salary was not an issue.

Otherwise, recommendations of the CTA state salary committee adopted by the State Council have held that any appreciable increase in required service beyond the current normal practices should be compensated by additions to the annual salary.

Q. Since the legislature has made the holding of teachers' institutes optional, isn't the teacher free to determine individually whether or not he wishes to attend institute sessions that are held?

Ans. Although institutes are optional, all other provisions of the Education Code regarding institutes remain in force. When held, they are included in the teaching days of your school district and salary can be deducted for non-attendance. Therefore, attendance is not optional.

Individual districts can set up required in-service training programs and require attendance without operating within the institute provisions of the Code, since refusal to attend would be considered violation of "reasonable rules" of the employing board.

Q. Did the CTA make any effort to protect teachers when the Dilworth Act (SB 1367) was being passed by the legislature?

Ans. It was and is the belief of the CTA legislative committee and your

representatives in Sacramento that all portions of the Dilworth act dealing with the dismissal of Communist party members added nothing new to the Code. There are other provisions of law for dismissal of actual communists and others who advocate the violent overthrow of the government.

The really new sections dealt with suspension and dismissal of employees who refuse to answer certain questions when propounded by national or state legislative committees or the governing board. The CTA did much to protect teachers under this legislation. Let's look at what was removed from the bill by CTA-sponsored amendments:

1. Under the original bill, employees would have been required to answer questions "pertaining to the employee's school district duties based upon the personal knowledge of the employee of persons, places, and conversations." This whole section was deleted.

2. Instead of being required to answer questions regarding membership in any organization alleged to be advocating overthrow of government, as originally proposed, the employee now must answer only regarding KNOWING membership in organizations which, TO THE KNOWLEDGE OF THE EMPLOYEE, advocate VIOLENT OR FORCEFUL overthrow of the government.

3. Instead of being required to answer questions regarding membership in such organization at any time during his life, the employee must answer only regarding organizations of which he has been a member since September, 1948. In short, under this act, a teacher needs not answer any questions about innocent membership in an organization later declared subversive unless, TO HIS KNOWLEDGE, that organization advocated violent overthrow of the government while he was a member during the past five years.

4. The original bill provided that employees could be called before the district superintendent alone to answer such questions, including those about "persons, places and conversations." This was deleted.

5. Membership in organizations other than the Communist party itself is not a cause for suspension or dismissal. Only refusal to answer these specific questions was added to existing causes for dismissal.

The local school board is not given broad investigative powers to demand answers to questions regarding associates and other related matters beyond participation by the employee himself. The status of a teacher who, before a legislative committee, answers the questions specified in this act and invokes the Fifth Amendment in respect to questions regarding additional details is not so certain. He still may be subject to citation for contempt of congress, as some maintain.

—HARRY A. FOSDICK



I told you we should never have given the dance in the gym...



Is It By The Hour?

A distress call at Avenal, Kings County, last fall demonstrated that teachers respond to an urgent need, regardless of physical demands or personal requirements. The account below was written by Benjamin E. Briscoe, Jr., president of his local teachers' club. Pictures by K. Henderson show teachers spreading water-soaked books and desks to dry while another group speeds construction of temporary partitions, making it possible for students to return to their studies three days after a fire.—J.W.M.

Isn't it hard to answer on the spur of the moment when someone outside of educational circles asks the point blank question, "What qualifies teaching as a profession?" In the first place, not many of us who teach are extroverted to the point that we like to participate in unlimited braggadocio, and anyone extolling the virtues of teaching might easily feel himself getting thusly involved.

Again, sometimes it is the intangible thing one can't put his finger on, that really counts in answering the questioner with a definite answer, "Yes, teaching is a profession." Yet, we all have the feeling that it is true. However, it is thrilling to have something happen which re-establishes that feeling.

Our school district recently lost seven classrooms in a fire set by an arsonist-burglar. We suddenly had more than 100 children whose classrooms were demolished by fire. Their metal seats were rusting under dripping ceilings and roof beams the morning after the fire. Their books and supplies were wet and damaged. How long might it be before these children could again be learning?

For the next few days teachers turned into carpenters, desk and book salvagers, etc. As a result of all this cooperation and effort, school was

under way again in **three days** and running smoothly.

This phenomenal effort seemed perfectly normal to us as it would to many school staffs. In fact, I'll have to admit,

Seymour Award Selects Outstanding Student

California high schools' most outstanding graduate of 1953, as determined by applications for the California Scholarship Federation's annual Seymour Memorial Award, was Robert Weiner of Canoga Park High School.

The 1954 winner will be selected soon. Deadline for application is set early this year; the date being February 22.

Norman G. Arnt of Leuzinger high school, Lawndale, is chairman of the Seymour Award Committee. Other members are Julie Johnson of Fresno



high school, Ida Brinkmeyer of Laton high school, and Rose Budin of Reedley high school.

The cash awards are granted by means of student membership contributions in recognition of their most exceptional

I saw nothing much out of the ordinary about it until I was asked, "Are you teachers having a nice vacation until they get classrooms ready?" And when I explained that many of us were putting in ten hour days to get those classrooms ready, I was asked, "Well, of course, you get paid extra for that kind of work, don't you?"

It was only then that I realized that we had demonstrated a real difference. A professional person will help in time of distress without thought of how much overtime it will mean. He thinks rather of those who might suffer and does something about it.

members. Two boys and two girls each receive awards of \$500 for first place and \$250 for second place.

Weiner, who had received national recognition as a 4-H Club leader, talented accordionist, and authority on raising poultry in wire cages, served as 4-H director of the Los Angeles County Fair and was an advisory member of the California State Fair planning board last year. He had high scholastic averages along with his many interests, including participation in basketball, scientific research, and school publications, while he managed his own dance band.

At present Weiner is attending Notre Dame Engineering College, where he is news editor's helper on the Navy Students Newspaper. He has plans for becoming an engineering journalist.

California Scholarship Federation is pushing all projects for advancement of gifted students in the state's high schools. The Federation is also actively encouraging its members in teacher training recruitment.—Virginia Waters

We Teach the United Nations

By Walter Buchanan

It was during my first year of teaching at Jefferson Junior High School. I had just told a class in eighth grade Social Studies about an early explorer who landed and found "nothing but Indians," and immediately caught myself because I was looking into the faces of several full-blooded Indians. We try not to make many slips like that one in our teaching.

As far away as the foxholes of Korea, former students of Jefferson Junior High tell about one place in the United States where a person is accepted for what he is, and not judged by the color of his skin; where he is not pre-judged by his race, but rated by whatever contribution he has to make.

By way of explanation, may I say that this is the true story of a real school; a school in which the greatest possible diversity exists both in racial origin and extremes of economic status. But since there are countless schools of like description and like ideals throughout our land, I am substituting the name "Jefferson" in place of the real name of our school, in honor of the man who said "All men are created equal."

Key to National Conduct

What does fair treatment of racial minorities have to do with the United Nations? The answer is this: what we do to their representatives here is the most important key to our relations with the races and nations of the world. The United Nations is a test of the ability of all peoples of all kinds to live together in the same world. If these varied peoples can live together successfully in the same country, the battle for world peace is half won. The United States is the United Nations in miniature. At Jefferson Junior High we teach about the United Nations organizations. We are for the United Nations; but far more important, we are conscious of the fact that we are the United Nations. A United States of Europe, Pan-America, the United Nations—all these have their delegates right here in our school!

In teaching representatives of many races we are faced not with a problem

and a dilemma, but rather with a challenge and opportunity. We do not need to travel to a national or world capital to be statesmen. We can practice our statesmanship right here.

Jefferson Junior High has something to teach to the United Nations because the American creed at its best is essentially international in spirit. We have expressed this American creed to a thrilled world in phrases like "All men are created equal," "the brotherhood of man," in the Fourteenth Amendment, in Wilson's Fourteen Points, and in Roosevelt's Four Freedoms. It is equally true that a disillusioned world has watched as we hedged on putting the Fourteenth Amendment into practice and abandoned all the Fourteen Points. We are sincere in our beliefs but we have not yet learned to implement them. The Communists like to point out the discrepancy between our words and our actions, not that they wish to improve our democracy, but rather that they wish to discredit it. That constitutes the real challenge to Jefferson Junior High. Because here it is possible to give concrete expression to the American creed and practice what we preach.

We Talk of Freedom

In the conflict between our ideas and our prejudices, Americans sometimes act under the influence of our high national and Christian precepts, but as often we act under the influence of our prejudices. There are many paradoxes in our society. We talk about freedom, without necessarily meaning freedom for others as well as for ourselves, freedom for everyone inside our frontiers as well as outside. Our abstract ideals are of a higher standard than our actions. So at Jefferson Junior High our task is not only to teach about democracy, but to make democracy work.

The public schools are uniquely equipped to act as the shock troops in the coming battle for world peace, world citizenship, and the end of prejudice. Consider some of the advantages of the schools in this battle. The schools have the sanction of law. They

express the will of the majority, and the majority are men of good will. Their actions are not often blocked by a small but loud minority. Furthermore they are not dependent on the support of private contributors who might seek to control policy.

Brotherhood of Man

From the churches came, and still come, our high ideals. But it is far easier for the schools than for the churches to put into practice the preachings about the brotherhood of man, at least on the local level. A church missionary society may be all in favor of teaching and helping the Negroes as long as it is in Africa or in their own Negro church. It is religion which says "God hath made of one blood all nations that dwell upon the face of the earth." But churches are handicapped in putting this high teaching into practice in selecting their membership. The threat may be schism or the threat may be financial failure. The threat is real and has hurt many courageous churches.

Other organizations have equal difficulty in putting into practice the teachings of Christ as echoed by Thomas Jefferson. A hundred per cent of the membership of a service club will say that they believe in these things and most of them mean it, but will they accept members freely without regard for race or nationality? Prejudice does not stop, apparently, even at the grave. When we arranged a cemetery plot for my father, we were asked if it made any difference that a Negro was buried in the section. The question was unnecessary in our case, but cemeteries have to meet expenses and pay their way.

Another reason for the unique opportunity of the schools for leadership in the crusade for practice of our high ideals is that they work with children, whose attitudes are not yet fixed. Prejudice is not inborn; it is learned. I recall returning to the city from a summer camp where we had acquired and were proud of, a deep coat of tan. My small daughter saw a group of Negroes and was fervent in her admiration of their

superior coat of tan. If she learns that a tan is admired in whites, but for a Negro a tan is a badge of social status, it will be because adults have taught her so. It was definitely not her idea.

Learn Friendly Attitudes

If prejudice is an acquired trait, so also can friendly attitudes be learned. The more you know about people, the better you understand them; the better you understand them, the easier it is to get along with them. Most adults "know" minority groups in the form of stereotypes, therefore cannot really understand or get along with them or judge objectively on their merits as individuals. These ideas of national or racial stereotypes are handed on by adults to their children. This increases the challenge to the schools: to point out the fallacies in this type of thinking and treatment of minorities while at the same time laying the foundation for a true brotherhood of man. The school should not be content with teaching the children, but should also do its best, through parent-teacher contacts and other means, to reach the home and community with these ideas as well, so what is learned in school will not be negated at home. We should not be too harsh in our judgment of adults who show prejudice. After all, that is the way they were brought up, and they have never been exposed to anything different. But it may be a different story when the children of today become the adults of tomorrow.

The public school at its best is the real melting pot of America. To it go the children of all the people, of all the races. In it the nations of the earth are united. Most of them chose America for a home and all of them deserve not only a fair chance but more than a fair chance of becoming good Americans in every sense of the term. The children learn to live and work together. The attitudes they form as children in school are bound to have a powerful effect in the direction of a future generation biased in the direction of international goodwill.

Schools Are Guideposts

The minorities as well as the majority are guided by the schools to an era of better understanding. The problem is half solved if the children of minority groups are helped by the schools toward a real pride in their racial or national origin. One boy blurted out, "My father was a wetback." Why

should he be embarrassed? We talk about the Cinco de Mayo, the Mexican national holiday on the fifth of May; about Mexican art. There are over three million Spanish speaking people in our boundaries; at Jefferson Junior High we believe that they should be considered when we teach history. To study De Soto has special point when there is a Soto in the classroom. It is the business of the school to make them proud that their parents were Mexicans or Indians. It is said that Robert Burns helped make the Scotch proud to be Scotch. I am a better American because I like to say that my father was born in Scotland. There are all kinds of Mexicans and all kinds of Indians, just as there are all kinds of Scotchmen. We do not need to teach them to be proud of a dirty, illiterate, backward Mexican any more than I am proud of a dirty, illiterate, backward Scotchman.

Education Levels Races

To help our largest minority to a pride in their race we cite the example of Jackie Robinson and Marian Anderson; and not only athletes and musicians, for the Negro is generally accepted in those fields, but an increasing number of successful Negro educators, politicians, poets and scientists, men like Dr. Ralph Bunche and George Washington Carver. It is a thrilling thing to watch the coming of age in social, economic and political ways of

this great minority. Education decreases the dissimilarity of the races and their cultures. Our minorities will get along better with us when they have a genuine respect for themselves as our equals.

At Jefferson Junior High we feel honored to be called on to teach the United Nations. That Negro in the class is being watched by all Africa. That Mexican is a representative of the Pan-American Nations. The way we get along in class with that Oriental is likely in twenty-five years to influence the manner in which we will be meeting the international problems of the half of the world that is Asia.

When the D.A.R. gave awards to outstanding citizens of Jefferson Junior High recently, they may have been a little surprised to find themselves in the position of a wholehearted endorsement of the United Nations. For here are the names of the winners: Rino Filippin, Benjie Cheverez, Robert Del Campo, Martha Campilio, Fay Tysell, Bonnie Agler.

We unite the nations here at Jefferson Junior High by the teaching and practice of Americanism at its best. We would not be untrue to our highest patriotic ideals, and we would be expressing what we practice, if we should paraphrase our familiar pledge:

"I pledge allegiance to the flag of the United Nations and to the brotherhood for which it stands, one world, indivisible, with liberty and justice for all."

Science Teachers Hold Conference

The National Council for Elementary Science will hold its annual meeting in Los Angeles, March 6, in conjunction with the Association for Supervision and Curriculum Development.

Three nationally-known educators have accepted invitations to speak at the conference. They are Glenn Blough, specialist in elementary science education for the U. S. Office of Education, Miss Helen Heffernan, State Department of Education, and Dr. Rose Lammell, New York University.

Discussion groups will meet during the afternoon, under the leadership of many well-known state and national leaders in science education.

Resource people who will participate in these group meetings include Dr. Gerald Craig, Columbia University; Dr.

Robert Stollberg, San Francisco State College; Dr. Ned Bingham, Florida University; Miss Hildegard Hartig, San Diego County Schools; Mrs. Leona Sundquist, Western Washington College of Education; and Dr. Carl Duncan, San Jose State College.

Co-sponsoring this year's annual meeting will be the Northern and Southern Sections of the California Elementary School Science Association. All meetings of the conference will be held in the Administration Building of the Los Angeles Board of Education, 450 North Grand Avenue. Schools in the Los Angeles area will provide displays of science materials that have been developed in classrooms. Local chairman for the March 6 meeting is Miss Bernice Bryan, Los Angeles County Schools.



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WORDS I LIKE TO READ AND WRITE

This is a picture dictionary for first-grade pupils. There are 639 listings, comprising the entire first-year vocabulary, as well as numerous simple words and other words commonly found in the child's speaking vocabulary. Also included are a three-page alphabet section and a five-page number dictionary. Through the use of this book, children will be able to find words they need in writing simple stories.

SONGS AND DANCES for The New If I Were Going

17 illustrated songs and dances woven around the stories in The New If I Were Going (Basic Alice and Jerry Third Grade Reader). Standard full sheet music size. Arranged for simple piano accompaniment.



EVANSTON

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BOARD ADOPTS BUDGET, APPOINTS COMMITTEES

CTA Board of Directors, with Dr. Robert Gillingham presiding, met January 16 for an all-day session of Association business. A new staff employee salary schedule and the Association operating budget for 1954 were adopted.

Jack Rees of Hayward was elected vice president of the Board. There was a detailed discussion of appointments, but personnel will not be announced until confirmation. Membership of state committees on Moral and Spiritual Values and Youth Activities and Welfare was named and there was discussion of the proposed advisory panel on public relations. Charles Herbst of Beverly Hills was named to succeed Gillingham on the state insurance committee.

The Board formally approved amendments to Article II of the Standing Rules, providing for the status of active, life, and retired members.

The afternoon session was devoted to hearing reports of 1953 accomplishment from staff department heads.

SCHOOLS IN SPOTLIGHT

Leading U.S. lay magazines are directing public attention to the nation's schools. In the second quarter of last year 97 articles on education appeared in the top 25 magazines—and this rate appears to be continuing.

Significant fall articles included: "What's Right With Our Schools" (Coronet, October), "Are the Schools Neglecting the 3 R's" (Better Homes and Gardens, October), "Training Top-Notch Teachers-to-be" (Ladies Home Journal, October), "Our Schools, What's Right and What's Wrong" (Parents Magazine, September), "How Safe Is Your Child's School?" (Woman's Home Companion, November), and "Your Youngster and the Public Schools" (American, January).

PHI DELTA KAPPA ELECTS STOOPS

Phi Delta Kappa, at its 24th biennial council, elected Dr. Emery Stoops, associate professor of educational administration, USC, president for 1954-55. Recording secretary is John C. Whinnery, Montebello superintendent of schools. As part of the observance of the 50th anniversary of the founding of the order, the 25th biennial council will be held at Bloomington, Indiana, December 26, 1955.

CCPT Student Aid Expanded

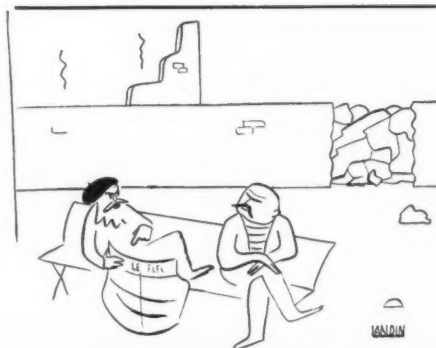
A consistent concern for a good educational program has prompted the California Congress of Parents and Teachers to allocate the largest sum in its history, \$110,000, to assist young people with loans and scholarships. The following educational student aid is offered by the C.C.P.T.:

Student Loan—For the current school year, \$70,000 has been allocated to assist students with loans of \$300 a year up to a total of \$1,200 for four years. Loans may be used for any type of higher education, professional or vocational, above the high school level at any accredited institution in the State. Loans are repayable without interest within four years from the close of the period for which the loan was made. Application forms may be obtained from the C.C.P.T. State Office or from P.T.A. district presidents throughout the State. C.C.P.T. Student Loan Committee meets bimonthly throughout the year, beginning in July, and considers applications at each committee meeting.

Scholarships and fellowships are offered by the California Congress of Parents and Teachers for the 1954-55 school year as follows:

Secondary Teacher Education Scholarships—new in 1954-55. Sixteen awards of \$400 each for fifth year students training to teach on a general secondary credential in the public secondary schools of California. Available at Chico, Long Beach, Los Angeles, Sacramento and San Jose State Colleges, U.C., U.C.L.A., U.S.C., College of the Pacific, and Stanford. Application should be made to the scholarship committee of the school of the student's choice.

Elementary Teacher Education Scholarships—Twenty-four awards of \$300 each for upper division and graduate students training to teach in the public elementary schools of California. Available at the nine State Colleges, the three major centers of the University of California, and at College of the Pacific, Occidental, Whittier, and U.S.C. Apply to scholarship committee of the school.



Ma foi, Pierre! We didn't have all these social activities in school when I was a boy.

International Relations Fellowships—Five grants; four of \$1,000 each for a year's graduate study in international relations in the U.S. and one of \$2,000 for a year's graduate study abroad. Grants carry a commitment to at least one year's public service. Candidates are nominated by the scholarship committee and the nominating board of each college and university in the State. Final date for names to be forwarded to C.C.P.T.—March 1, 1954.

Special Education Fellowships—Ten grants of \$1,000 each for a full year's graduate study in any field of training for teaching the handicapped child, the work to be taken at Los Angeles State College or San Francisco State College. Recipient agrees to teach for at least two years in the special field of training in the public schools of California in return for a fellowship. Application forms available from the C.C.P.T. State Office. Deadline for application—May 1, 1954.

Special Education Loans—Ten summer loans of \$100 each for advanced training in the field of teaching deaf and hard of hearing children. Work may be taken at any accredited institution in the State offering such courses. Application forms available from the C.C.P.T. State Office; deadline—May 1, 1954.

Counseling and Guidance Scholarships—Twenty summer scholarships of \$150 each for advanced training for those already employed half-time or more in school counseling and guidance. Work may be taken at accredited colleges and universities in the State offering such courses in the summer of 1954. Awards carry a commitment to one year's guidance work in California public schools. Application forms available from C.C.P.T. State Office; deadline—March 1, 1954.

Nursing Scholarships—Forty-two scholarships of \$100 are offered through the approved schools of nursing in the State. Application should be made to the director of the school of nursing of the student's choice. Open to graduating high school seniors where the school of nursing does not require pre-nursing college work.

Children's Librarian Fellowships—Two grants of \$1,000 each offered through the U.C. School of Librarianship and the U.S.C. School of Library Science. Application should be made to the director of the library school. Open to graduate students planning to enter library work with children in school library or public library systems.

Address requests for detailed information, and application forms where indicated, to the State Office of the California Congress of Parents and Teachers, Suite 300, 322 West 21st Street, Los Angeles 7, California.

Whether she's 9, 14 or 17 . . . There's a booklet on menstruation to help her—

"Very Personally Yours" is widely recognized as an outstanding help on menstrual education for junior and senior high school girls. Its simple presentation of accurate, scientific facts gives girls a wholesome understanding of menstruation.

"You're A Young Lady Now" was written especially for girls aged nine to twelve. It explains menstruation as a normal part of life—teaches them how to take care of themselves when That Day *does* arrive.

These booklets can be used successfully by themselves. You will find them of even greater value when used as part of the integrated program of menstrual education described below.

A Complete Program for Menstrual Education

"Very Personally Yours" (booklet for girls 12 and over)

"You're A Young Lady Now" (booklet for girls 9-12)

10-Minute All-Color, 16mm Sound Motion Picture . . .

"The Story Of Menstruation" by Walt Disney Productions. Praised by educators, health authorities, parent, church groups—the film tells the story of menstruation in a simple, straightforward manner. Free (except for postage) on short term loan.



Teaching Guide and Menstrual Chart

... Hundreds of teachers helped organize this Guide. It is flexible and can be adapted to any teaching condition. This large color Chart on menstrual physiology is designed for supplementary classroom lectures. Menstruation is detailed on easy-to-follow diagrams.



So Many Students Have Already Benefited From This Program

Most school systems take advantage of this complete program of menstrual education every year. The booklets, film, guide and chart are well integrated to give your students a sound knowledge of this important subject. The entire program or any part of it is available to you without charge . . . with the compliments of Kotex*. Just fill out the coupon.

Booklets, Film, Teaching Guide, Chart, All Yours Free!

INTERNATIONAL CELLUCOTTON PRODUCTS CO.
Educational Dept. ST 24

919 No. Michigan Avenue, Chicago 11, Ill.

Please send free (except for postage) 16 mm. sound film, "The Story Of Menstruation."

1st choice (allow 4 weeks).....
2nd choice (allow 5 weeks).....
3rd choice (allow 6 weeks).....

Also send the following:

For girls 9-12..... copies

YOU'RE A YOUNG LADY NOW

For older girls..... copies

VERY PERSONALLY YOURS

☐ Physiology Chart ☐ Teaching Guide

Name.....

Organization.....

Street.....

City..... Zone..... State.....

*T. M. REG. U. S. PAT. OFF.





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HERE'S A functional and easy-to-use record catalog, listing over 1000 selections, and designed with the classroom teacher specifically in mind. It comprises a wealth of material for curricular use in music, social studies, language, arts and other studies, and is carefully organized for convenient reference and abundant information.

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Radio Corporation of America,
Camden, New Jersey



Mail me a copy of the new RCA Victor Educational Record Catalog. Enclosed is 10 cents to cover cost and mailing.

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Parent - Teacher Conferences Help

By H. Lawson Smith

LIGHTS were on almost every night for a two-week period at Herlong schools as teachers conducted 714 parent conferences. Over 91 per cent of our parents participated in this year's reporting period.

The entire program was planned by the teachers and was not attempted until the entire staff was "sold" on the idea. Teachers' individual initiative was encouraged and many techniques were developed that best suited the needs and interests of the Herlong parents. Each parent received a comprehensive report form that encouraged his participation in the conference. Samples of the child's work were available for the parent to examine and to take home.

The Herlong program included one reservation for the parents that is not common to other parent-conference plans. The parents were given an old-fashioned report card if they asked for it. During the second year, approximately 150 cards were given to parents. The first reporting period in the third year is finished and not one report card was used! Parents were concerned about a definite notice of promotion at the end of the year, but that need was easily satisfied by having printed a 3 x 5 promotion card which each child took home on the last day of school.

Teachers are not pressed to obtain a 100 per cent record for their classes. After two notices of appointments are ignored by a parent, the teacher is not expected to take further action unless the parent requests a conference. Many

teachers make additional attempts to bring parents to the school because of their personal interest in the child's progress. A few home calls are made by teachers on their own initiative.

The reactions of parents can be judged by response at the parent conferences. An individual comment by one parent provides all California teachers with encouraging news. Jack Owens, a seventh grade teacher, had just finished giving a parent the unfavorable report on his child's progress, when the parent replied:

A Parent Testifies

"I was afraid," he said, "that the situation was as you have reported it, but I'm certainly glad that you told me."

"You know," he continued, "parent-teacher conferences certainly aren't the silly waste of time that I thought they would be when I first heard of them. Instead of feeling confused and helpless, as I would have been had I seen D's and F's on a report card, I feel as if I know where and how you are helping him and how we can work together to help him, and I see where he is making progress."

"I've had my kids in school in the valley and here in Herlong and I've certainly acquired a lot of respect for California schools. Back in my home state, the school people told me that they forced the kids to learn. They did, too. But you almost had to drive them to school. They hated school. My people said that in California they let the kids play and they didn't learn anything because they weren't forced to learn. I've sure found that to be all wrong. The kids in California schools have to learn things, but there is a big difference — The kids love school. It's hard to keep them home — even when they are sick."

The Coach as a Counselor

By Arch Steel

WHEN you consider how much time and patient work the average coach requires to impart the right-way-of-life to his players and students, it is easy to realize that a high school coach today is in a more strategic position to shape the character and citizenship of the high school boy than any other individual in the community.

High school athletics do build character; they do help combat discrimina-

tion as to race, creed, and color. This form of prejudice is rapidly becoming extinct and the high school coach is playing a major role in its decrease.

The need for guidance and counseling offers to the coach a challenge that cannot be overlooked. In the absence of full-time counselors, the coach naturally assumes a guidance role because of his interest in the boys and his close contacts with them. Almost any coach

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can win the respect and admiration of his boys on the field and in the gymnasium. The absence in athletics of all restraints save those of the rules of fair play and a consciousness of right and wrong should not be overlooked.

He's One to Trust

The coach who understands and enjoys the spirit of youth becomes a person of trust, a receiver of confidence. Advice he gives is often more readily accepted by the student than advice given by parents. In fact, parents have been known to call on the coach to advise Junior on matters which have baffled them.

Physical Education requires the boys to make practical application of the techniques of human relations. The ability to cooperate often makes the difference between success and failure in life. Unfortunately, honor students sometimes fail because they have not learned how to get along with other people in group enterprises. This inability prevents them from imparting their knowledge to others.

Just as travel and the exchange of ideas are broadening, games also can make the student more broad-minded. The rules of the game are equivalent—on a small scale—to those of society. Properly conducted by the coach, games instill a respect for the rules and the individual boy learns to work for the good of the group. Leadership, self-reliance, self-control, and loyalty are some of the important traits that can be developed through athletic activities. The physical education teacher or coach has a unique opportunity to delegate leadership responsibilities to students.

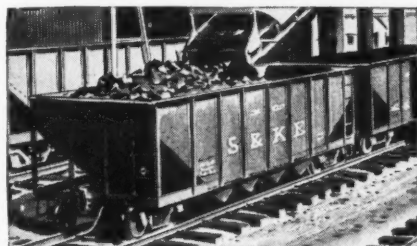
Through various activities the coach plans situations that growing boys can master. Boys who try adult tasks and continually fail soon lose all confidence. Gym classes and squad practice sessions offer problems they can understand. The spirit and energy a boy puts into his play is essentially the same he will put into any work that he later likes and undertakes.

Boys crave interest, attention, faith, respect and esteem from their coach. Ideally the coach must be something of a psychologist, a good judge of human nature, and must like to work with young people. He must be able to take advantage of his many opportunities to develop good citizenship characteristics as a basic training for the future.

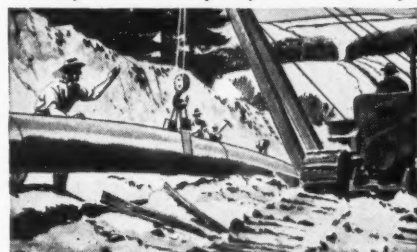
HOW THE RAILROADS HELP HEAT HOME SWEET HOME



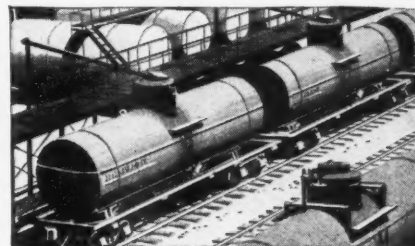
When blustery winter winds roar and it's snug and cozy inside—that's when you really appreciate a nice, warm house! And, no matter how your home is heated, the railroads play a big part in keeping Old Man Winter where he belongs—outside!



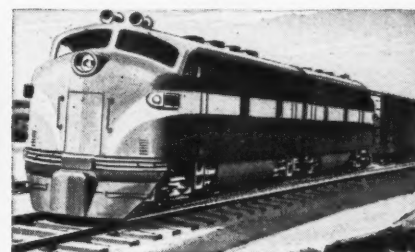
If you burn coal, your winter's supply might be about 10 tons. That's one-sixth of the average load carried in just one "hopper" car. Last year the railroads moved more than 6 million carloads! In one of the most efficiently coordinated operations to be found anywhere in industry, mines and railroads work together so that coal, deep in the ground yesterday, may actually be on its way to your dealer today!



Even if you use gas to heat your home, railroads help keep you warm. The great pipelines that carry gas are made of steel and in making steel the railroads play a vital role! For vast quantities of iron ore, limestone and coal are needed—the railroads deliver these tremendous loads right to the steel mills. When the pipes are made, they, too, are carried by rail.



Does an oil burner supply your heat? The oil you use may well have moved from the loading rack of a great refinery such as you see in this picture. Tank cars like these can haul as much as 16,000 gallons. Each year approximately 1,500,000 carloads of petroleum products are carried by America's railroads for thousands of home and industrial uses.



But the railroads' heating job isn't confined to making fuel available. They help make possible modern methods of insulating the home by hauling both raw materials and finished products. So, you see, that in keeping you warm and in bringing you most of the things you need and use every day, the big, basic transportation job is done by America's railroads!

ASSOCIATION OF AMERICAN RAILROADS

WASHINGTON 6, D. C.

Reprints of this advertisement about America's railroads and the country they serve will be mailed to you for use in your classroom work upon your request for advertisement No. 10.



You'll enjoy **THE RAILROAD HOUR** every Monday evening on NBC.

Your Students
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MIRADO



In thousands of tests from coast to coast, 7 out of 10 consumers found Eagle MIRADO Writing Pencils smoother than any other pencil they were using! It will free small hands for faster, neater work with less fatigue.

What's more, MIRADO's extra point strength will reduce time-wasting trips to the sharpener to a minimum . . . and its extra mileage makes it the most economical pencil you can supply.

Write for free samples, and test them in your own classroom.

H. S. CROCKER CO., Inc.
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300 Fellowships for Secondary Teachers Announced by Fund

Recommendations must
be mailed by March 1

The Fund for the Advancement of Education recently announced a program of fellowships for approximately 300 public secondary school teachers throughout the United States and its territories for the academic year 1954-55. This program is designed to permit the recipients to devote a year away from the classroom to activities that will extend their liberal education, improve their teaching ability, and increase their effectiveness as members of their school systems and communities.

It is the Fund's expectation that such an opportunity afforded to teachers of demonstrated ability will make a substantial contribution to the improvement of secondary teaching throughout this country.

The responsibility for designing the year's program rests primarily upon the candidate. Because this fellowship program is concerned primarily with the broadening of the individual, it is not designed to include those types of specialized activity in which the teacher has traditionally engaged during the summer months or during previous years away from the classrooms, such as taking additional courses toward a graduate degree in a major subject or field in which the teacher has already had extensive training, or courses for credit in professional education.

In short, the teacher should plan the most stimulating year that he can conceive in behalf of his personal enrichment as a teacher.

The National Committee on High School Teacher Fellowships now believes that all teachers in public secondary school systems should have an opportunity to compete for these fellowships. At the same time, it recognizes that local school officials and citizens are best qualified to nominate teachers who can benefit most from this program. Accordingly, the superintendent of any secondary school district where one or more teachers desire to make application under this announcement is requested to appoint a local committee to nominate the most appropriate candidates from that district.

In rural areas where there are a number of local secondary school systems each serving a population of less than 2500 and each having its own superintendent, the combined area served by such systems within a county will be regarded as a "secondary school district" for the purpose of nominating candidates. In such cases, the county superintendent is requested to arrange for the appointment of the nominating committee. Each local committee should include one school administrator, one classroom teacher, and at least three lay citizens who are not employees of the school system. Recommendations of improperly constituted committees will not be considered. The local committee may nominate the following number of candidates, depending upon the population (1950 census) of the secondary school district: for districts serving a population of 500,000 or more, six candidates; 100,000 to 500,000, four candidates; 50,000 to 100,000, two candidates; 2500 to 50,000, one candidate.

All classroom teachers in junior and senior high schools who have the necessary qualifications may enter the local competition. Eligibility for a fellowship is limited to teachers (1) who have taught at least three years and have devoted at least half time to classroom teaching in each of the past three academic years, and (2) who will not be more than fifty years of age on April 15, 1954.

Forms for both individual applicants and for local nominating committees are being distributed to superintendents in all high school districts throughout the country. A limited number of additional forms may be obtained from the National Committee on High School Teacher Fellowships, 575 Madison Avenue, New York 22, New York.

Individual applicants should not apply to the Fund for the Advancement of Education but only to their superintendent of schools or local nominating committee.

The amount of the fellowship award will be generally equivalent to the regular salary the teacher would receive during the school year (excluding summer, night school, or other "extra" work), but no less than \$3,000, plus reasonable allotments for necessary transportation expenses or for tuition in case the teacher registers at an institution for additional work. Only costs of

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transportation within the continental limits of the United States may be covered by the grant, though a fellowship recipient is free to undertake foreign travel at his own expense.

The recommendations of the local committee should be mailed so as to reach the offices of the National Committee on High School Fellowships no later than March 1, 1954. Final announcement of all fellowship awards will be made on or about April 15, 1954.

Fred T. Moore, Early CTA Leader, Dies

Fred T. Moore, formerly Alameda city superintendent of schools and pioneer leader of California Teachers Association, died at his home in San Francisco January 15.

The CTA Board of Directors, in session January 16, passed a resolution memorializing Mr. Moore's lifetime contribution to education.

One of the original incorporators of CTA in January, 1907, Mr. Moore was the first treasurer and a member of the first Board of Directors, serving for 1907 and 1908. During 1908 he served as president of the Association.

Leaving the superintendency at Alameda in 1909, he became Pacific coast manager of American Book Co. Later he became western representative of Silver Burdette Co., publishers of educational texts. He remained with this company until his retirement about six years ago. He had been in declining health for several years before his death.

Mr. Moore is survived by his widow, Dorothy L. Moore, and two daughters, Fredora Stryker of Oakland and Marjorie Milnes of Palo Alto.

BETWEEN THE COVERS . . .

(Continued from page 1)

Dr. H. Lawson Smith is district superintendent of schools in Herlong, Lassen County. Dr. Walter Buchanan is a teacher of social studies at Santa Barbara junior high school. His "Jefferson" school "makes no exaggeration of the situation here."

Arch Steel is director of athletics at Corcoran joint union high school.

Cecelia Cortage, who writes her second article for us on the gifted child, adds to her work as a second grade teacher by teaching a night course in her special field at Santa Rosa junior college.

New Horizons In Teaching

A suggestion we hope you find interesting and useful



When He's A Gifted Child

"Education Of The Gifted" is a publication Educational Policies Commission of the National Education Association and American Association of School Administrators—1201 Sixteenth St., NW, Washington, D. C. 35¢ postpaid.

It is a joy to find a child with a superior intellectual capacity. But it is a problem to know how to best help develop it. That is why this booklet called EDUCATION OF THE GIFTED may be of service to you in helping the child as well as helping in the conservation and development of this great and rare human talent.

This Booklet takes up such subjects as ROLE OF GIFTED IN A DEMOCRACY: Opportunities for talent, Education and social mobility... WASTE OF TALENT IN AMERICAN LIFE: Evidences of wasted talent, Causes, Incidence... IDENTIFICATION OF THE GIFTED: Teachers' judgment, Special aptitudes, Uses... EDUCATION OF THE GIFTED: Special provisions for education, Programs for the education, Special problems in education of gifted... INVESTMENT IN TALENT...

3 in 10,000 is about the frequency of "very high" IQs—exceeding 170. Only 6/10 of 1% of the population have IQs of 140 or above. Some schools classify pupils with IQ in excess of 112/115 as gifted.

To capitalize the rich resources of human talent which gifted children and youth possess, it is pointed out, schools should give special attention to education of gifted students.

"Extra reading" by the gifted, guided contacts with the out-of-school environment and other aids are suggested to challenge, interest, and keep nurturing the creative imagination of the gifted child.

AFTER A BUSY DAY, see how refreshed the satisfying flavor of delicious Wrigley's Spearmint Gum makes you feel. And how relaxed you seem to get—for the natural chewing helps relieve tension. Just try it.



Stan Kenton records arrangements by Westlake College of Music graduate Bill Holman. Fill out coupon to get school catalog. Approved for vets, too.

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Dept. F10, 6226 YUCCA ST., HOLLYWOOD 28, CALIF.

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Name.....Age.....

Address.....

City.....State.....

I wish to study in Class ☐ by Mail ☐



HOW WE FOUGHT FOR OUR SCHOOLS. By Edward Darling. New York: W. W. Norton & Co.; 225 pp.; \$3.50.

With the increase of students in the American public schools during the past fifty years, coupled with inflation during the past decade, it was unavoidable that the cost of education would increase. When taxes go up resentment seems to increase accordingly.

These increases in the tax rate have frequently been exploited by some segments of the population for their own selfish advantages, as shown by the incidents in places like Pasadena, Scarsdale (N. Y.), Los Angeles, and Houston.

Edward Darling has written a "documentary novel" on this explosive and controversial subject. To make sure that this fictitious case history is accurate, Mr. Darling enlisted the help of members of the

Center for Field Studies of the Harvard Graduate School of Education. In fact, the staff of the Center suggested the idea to Mr. Darling, and Cyril G. Sargent, Director of the Center, wrote the Introduction in which he says that it "is not, and is not meant to be, a profound book, nor is it meant for the scholar or the professional."

In spite of this disclaimer, there is every reason to believe that teachers will enjoy the book, that they will learn a few new facts (from the documentary part woven into the novel), and that they may care to suggest it to a parent who is worried about the alleged evils of something called "progressive education."

Basically, the story is simple. Charles Daniels, member of the school board of his suburban town, tells how the fight was won against the forces of hate. As usual, the attackers had few local supporters, enjoyed financial support from outside places, formed a high-sounding school council, opposed any increase in the tax rate, wanted to return to the good old days, thought that the basic skills were neglected, and tried to exploit a non-existent Communist influence.

Charles Daniels, his wife, his friends and neighbors fought back as best they could. At first they underrated the danger; they thought it was just a local objection to the projected purchase of some books on the United Nations. Soon, they learned a bit

more; anonymous phone calls, overtones of anti-semitism, distribution of pamphlets against the U. N., and unsigned hate-letters.

Through the intelligent use of public relations and with the cooperation of a newspaper willing to present both sides, Charles Daniels and his friends were successful in repelling the attack during a climactic town-meeting.

The book ends on a note of triumph but with the warning that one victorious battle is not enough, that the hate-groups are prepared to renew the fight, that they are still gunning for the superintendent, and that they are still trying to cut taxes in the wrong places.

This is Mr. Darling's story. He tells it well but not exactly with finesse. His heroes are pure in heart; his villains have black souls. Crisis follows upon crisis, but the rescuers, like the U. S. Cavalry, always arrive in the nick of time.

There is no denying the high purpose of "How We Fought for Our Schools." On the other hand, this is a subject which has been described factually and realistically in "This Happened in Pasadena" by David Hurlburt and in "The Pasadena Story" by the NEA. Mr. Darling, however, has two strong points in his favor: he makes it clear that the attack could happen anywhere in America, and his book is up-to-date.

—George E. Arnstein



If You Plan to Travel..

in HAWAII or ALASKA this summer — or to CUBA, GUATEMALA, MEXICO or SOUTH AMERICA — to EUROPE — or in the UNITED STATES we urge you to become acquainted with your NEA Travel Service.

If You Travel -----

for recreation and adventure, to become acquainted with the story and peoples of other nations, or to earn academic credit — this is your year to make new friends on an NEA tour.

For colorful 1954 tour folder write to:

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ROUNDUP . . .

Current comment in brief regarding educational books of general interest, written by Dr. George E. Arnstein, assistant professor of education, California College of Arts and Crafts.

Among recent publications was *Academic Procession* by Ernest Earnest.¹ As indicated in his subtitle, this is an "Informal History of the American college (1636-1953)." In this readable and informative account, Professor Earnest makes clear his dislike of a very prevalent habit among American colleges: they have a tendency to lie about their age. It seems that there is respectability in antiquity, enhanced by the fact that the oldest college gets to march at the head of the academic procession, followed by all the others in order of seniority.

Robert M. Hutchins, now a resident of California, delivered a series of lectures in Chicago last Spring, which have now been published as *The University of Utopia*.² It comes as no great surprise that the Utopian university is a projection of American ideals as seen by Hutchins, and that some Utopian practices resemble the innovations introduced at Chicago under the Hutchins regime. The associate director of the Ford Foundation also deplors philosophical diversity, and political conformity. He praises art, thought and liberal education, and he approves the idea of awarding someone with the title of "Most Controversial Person."

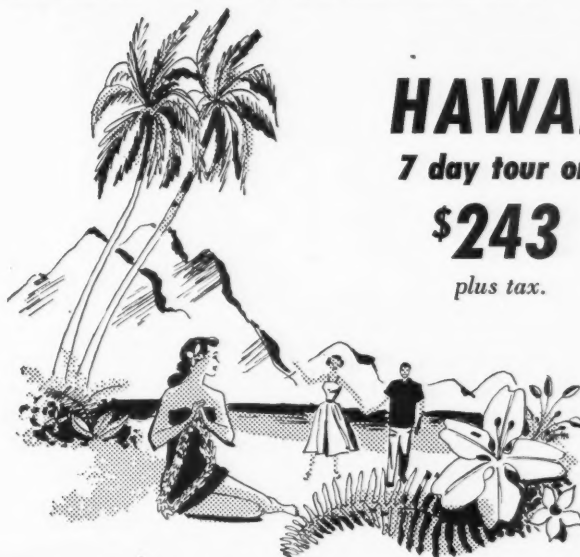
Incidentally Hutchins takes a swipe at a Berkeley "Doctor of Philosophy in Driver Education." There happens to be someone who fits this description, more or less: a teacher at Berkeley High School who took his E.D.D. in secondary education but wrote his thesis on driver education, and who now teaches other teachers in a class on driver education for the University of California Extension division.

For those interested in the United Nations in particular and in better world understanding in general, *The World's Good* by Carleton Washburne³ ought to be useful. Dr. Washburne is president of the New Education Fellowship (International) and has long been active in the Progressive Education Association. His new book is hopeful; he points to the historical antagonism which used to exist, but has now been overcome, between Christians and Mohammedans. He thinks that the present schism in the political world will also be healed eventually. He provides a wealth of information about the United Nations and its working organizations, with special reference for classroom use.

Educational Wastelands by Arthur E. Bestor has already been discussed in the *CTA Journal* (November 1953). Three professors of education have just published

1—(Indianapolis: Bobbs-Merrill Co.; 368 pp. \$4).
2—(Chicago: University of Chicago Press; 103 pp.; \$2.50).
3—(New York: John Day; 301 pp.; \$4).

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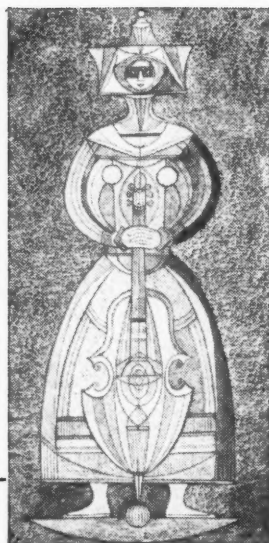
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answers to this book: "Mr. Bestor in the Land of the Philistines" by R. Will Burnett (Illinois) appeared in the January issue of *Progressive Education*; "A Scholar's Documentation" by Harold C. Hand (Illinois) and "Academic Utopia" by William Clark Trow (Michigan) appeared in the January issue of *Educational Theory*. As Dr. Hand put it: "Professors Burnett and Trow sample the derelictions which are scattered throughout Professor Bestor's colorful pages. Our purpose here is to apply the microscope to a very limited number of . . . pages."

KEEPING OUR SCHOOLS FREE. Hullfish, H. Gordon; Public Affairs Committee, 22 E. 38th St., New York. Paper-bound pamphlet, 25c.

To do their work properly in the classroom, teachers must be protected against overwhelming pressures from special and partisan interests. "Academic freedom is simply the educational need of a free society. We cannot lose one without the other," states the author in this study, which includes five basic principles for the protection of teachers.

THE COMMON CORE OF STATE EDUCATIONAL INFORMATION. Reason, Foster and Will; (Office of Education Bulletin 1953, No. 8) Superintendent of Documents, U. S. Government Printing Office, Washington 25, D.C. 116 pp., 35c.

Over the years, the language of education has grown, and items of educational information have taken on different meanings in different states. Recognizing the importance of comparability of data and common understanding of basic items, the National Council of Chief State School Officers requested the Office of Education to conduct a cooperative project with state departments of education to achieve these objectives. In response, this handbook is the first of four publications planned in the state educational records and report series. It lists and defines items of educational information that every state department of education should have available annually.

THOUGHTS ALONG THE WAY. Myer, Walter S.; National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C. 224 pp., \$2.

The essays in this collection have been selected by the editor of the *NEA Journal* from editorials by Mr. Myer in *The American Observer*. The original editorials, written during years of depression, war, and tension, deal with the problems of youth — developing character, personality, leadership, and ideals. The 102 essays in this book will be especially useful in guidance work.

Suggestions for keeping sick children busy and happy during convalescence are offered in a new booklet, "Have Fun . . . Get Well," available at no cost from the American Heart Association, 45 Second Street, San Francisco.

BY YOUR LEAVE . . .

(Continued from page 17)

"It's legal," Carl assured him, "And in fact thirty-five of the districts studied indicated that they give sabbaticals to administrators. Also, twenty-five give them to supervisors," he went on, looking at John Carter.

"The big thing that the study showed, though, is that 66 per cent of the districts have no policy on sabbatical leaves. The Education Code just sets up the minimum requirement of seven years service and the salary ranges that can be paid. It is up to each district to determine its own policy from there on."

"Well, then!" exclaimed Mrs. Randall triumphantly, "There's something for our local club to work on."

"Agreed," laughed Carl, "And I hope some of you will work on the committee that handles the job."

Look, Hear, Now

By Dorothea Pellett
Audio-Visual Consultant
Public Schools, Topeka, Kansas

(Films are 16mm sound, black-and-white, "Classroom-tested," and may be secured from local distributors. For those you are unable to locate, a note to Mrs. Pellett will be forwarded to the producers.)

Our Country's Song (10 min. color also, Coronet Films).

Visualizes the words and meanings of "Star Spangled Banner," by showing a class (intermediate or junior high) learning the background of the song through library work, making posters and models, and an actor depicting Francis Scott Key as he wrote the lines. Closes with pictorial interpretation of the song's verses.

Bird Study Films (10 min. each, color also, Coronet Films).

New versions of the popular bird films for intermediate through junior high study are ready for spring release. "Five Colorful Birds" (Color only), shows protective coloring, nesting and feeding habits, care of young of such common birds as goldfinch, cedar waxwing, scarlet tanager, woodpecker, and Eastern bluebird, with good close-up views to aid identification later in the field, and to motivate reading or art. Similarly, "Birds of the Dooryard" includes: robin, yellow warbler, Eastern phoebe, flicker, cardinal, tree swallow, house wren and purple martin. "Birds of the Countryside," emphasizes balance of nature and value to man, showing: indigo bunting, Eastern kingbird, marsh hawk, sparrow hawk, nighthawk,

marsh hawk, sparrow hawk, nighthawk, mourning dove, meadowlark, and killdeer.

Living Science Series (6 min. each, color, International Film Bureau).

Another good series for bird study, stimulating observation and appreciation, gives excellent photography of birds in native habitat. Series 1, "Attracting Birds in Winter" and "Building Birdhouses" are motivation to action, showing children building appropriate houses, making and stocking feeding stations, looking up information in reference books. Series 11, "Birds That Eat Fish," and "Birds That Eat Flesh," "Birds That Eat Insects," and "Birds That Eat Seeds," show how birds are helpful, point out the correlation of body structure and food habits, and are valuable for identification and learning of "bird families." A third general film, newest in the set, "Cultivate Your Garden Birds" (11 min.), shows 15 species attracted by a neighborhood creating a friendly environment, emphasizing specie habits, needs, and usefulness to man.

Life in a Garden (12 min. color also, McGraw-Hill Text-Films).

Spring, summer, and autumn find 24 mammals, insects, and birds sharing a suburban garden! The film adds magnification, close-up views, interesting related facts (beetle's ancient relative; tree frogs color change; mantis after-meal clean-up; humming bird's amazing tongue; hornet's paper-factory; chipmunk's cheek-pockets, as examples) which lure children and adults to further exploration and study. Produced in cooperation with American Museum of Natural History.

Your Posture (10 min. Young America Films.)

Newest of the health series. (Your Clothing, Your Food, Your Cleanliness are others) stresses vital importance of sitting and standing correctly. For elementary and junior high school shows need for balance of rest and exercise, proper shoes, general health, the will and the way to have good posture. Offstage narrator talks to the children in the film.

Posture and Exercise (10 min. Encyclopaedia Britannica Films).

Junior and senior high (and adult) classes in physiology, science, find here physiological facts related to body mechanics—functional relationship of skeleton, nerves, muscles, circulation, diet, exercises are shown, but good posture with social and practical health value. Uses animation and photography.

Your Body Speaks (12 min. Center for Mass Communication).

Motivating film for high school and adults, dynamically interprets body balance and flexibility influencing thought, feeling, and vigor, and telling age, health, and even personality. Produced by Louis Gifford, dance and pantomime director, Columbia University.

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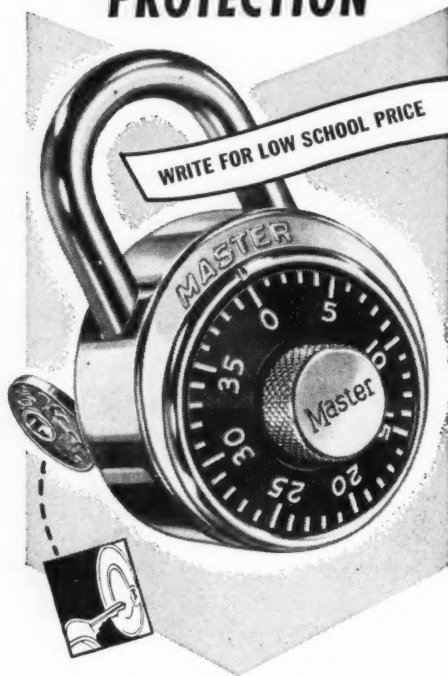
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DON'T FENCE THEM OFF . . .

(Continued from page 10)

old ways. These three considerations are the most commonly given to justify the present law. The operation of the special class in many counties since the original law and a more thorough examination of the social implications of the law have already shown the original conclusions to have been in error. More and more it is being realized that these children, unlike the blind or deaf, require no special techniques which obviate the operation of a local program. Many advantages to the mentally handicapped are gained only from participation in the non-academic program with average and superior children. Schools which are large enough to control their own programs have made these adjustments. The small school, however, has not solved this problem.

There is an unfortunate misunderstanding of the number of children who can profit from this program. The usual figure for the percentage of children eligible for certification to special classes is 3½ per cent. This figure was recently used by the state legislature on the recommendation of the state department of education in considering what portion of the appropriation for school building should be set aside for housing special classes. As recently as the last convention of California Association of School Administrators held in October, city and county leaders in the formation of special classes used percentages even lower. It would be impossible to go into all the details in regard to the problem of the classification of the mentally handicapped or retarded, but some aspects of the problem should be mentioned.

Meaning of I. Q.

The original description of the meaning of I. Q. as given by Terman was as follows:

Below 70 — Definite feeble-mindedness

70-80 — Borderline deficiency

80-90 — Dullness

90-100 — Normal or average

The most common method of classification of children is the individual intelligence test. Certification to the special class requires by law that such

a test be given. There have been important changes in the statistical basis of I. Q. One of the most important contributions in this field was that made by Wechsler. He pointed out that under the original statistical concept used by Terman an individual at the distance of two (2) standard deviations from the mean at age six would get an I. Q. of 76, while at age 10 he would get an I. Q. of 81, and at age 14 an I. Q. of 84.

Unfortunately a great deal of the policy in connection with special classes still seems to be based on this inaccuracy. The use of probable error rather than the original "shrewd guess" method results in the same proportion of I. Q. in each range at each age. In other words there are as many I. Q.'s of 70 per hundred at age 6 as there are at age 14. This latter is of course a system of classification which agrees with the concept of intelligence quotient as a measure of deviation from the mean.

I. Q. Ratio Challenged

The use of mental age in classification beside being a concept applicable only to children has the disadvantage of failing to indicate comparative growth of intellect as does the I. Q. The M.A. attained by a child is not as important for the selection of children for exposure to special teaching as is the prediction of probable intellectual efficiency given by the I. Q. A child who attains a mental age of ten while he might be socially and economically sufficient still must be considered for training in the special classes if his I. Q. indicates he will profit from special training.

It is possible that some confusion exists in the definition of mental deficiency. It should be pointed out that this 3 per cent includes morons, imbeciles, and idiots and is a percentage to be used when considering those who will not become members of society at large.

The entire problem is extremely complicated by individual differences and the great range of professional opinion as to the definition of the various levels of intelligence.

Who Are Eligible?

A more important consideration is what the state will accept as sufficient mental retardation for eligibility in the special class. Children have been accepted for special training with I. Q. as high as 80. There is little purpose in limiting or restricting the program

to any given level. The important consideration is to place all the children in this program who will profit by it. It is questionable if a child of even 85 I. Q. can complete nine years of elementary school and four years of high school without experiencing unnecessary failure in the regular program. It is more important to reduce tensions and prevent frustrations than sharply to define just what constitutes mental handicap.

How Big Should a School Be to Have Such a Program?

In the light of these aims over six per cent of the students in our schools are eligible for participation in the program for mentally retarded children. In rural areas of our state where the socioeconomic conditions are low this figure may be higher. Simple mathematics and experience show that a school of from 200 to 300 A.D.A. can usually provide a class of from 12 to 18 students.

The restriction of the present law agrees to the adequacy of this number. Special classes are limited to 15 for mixed grades.

It is also pertinent that the same techniques which are used on mentally handicapped are used on academically retarded students as each is presently diagnosed. The child who has been frustrated in his attempt to learn to read by emotional problems responds very well to the kind of individual instruction special class teachers are trained to give. This can insure the full use of the special class teacher's talents in even a small school.

Therefore, any school with an A.D.A. greater than 200 can supply enough students to operate the program. The present figure of 900 A.D.A. which is written into school law in our state can not be justified on the basis of the number of students.

Is the Program Poor Economy for the Small School?

The allowance for the excess cost of the education of mentally retarded minors apportioned by the state can be great enough adequately to finance the program for small schools. State aid for each special class of fifteen already produces about the same revenue for the school district as thirty children enrolled in regular classes.

The capital outlay to set up the program in a school which already has the housing is insignificant. It consists of purchasing a loom, sewing machine,

simple cooking equipment, and facilities for carpentry and crafts.

Furthermore, as the program is presently in operation, the tax resources of the local district are not available to it. This results in the necessity of additional county levees through Boards of Supervisors. The political implications of involving county supervisors in the support of school programs intended to meet local needs offers food for thought in its own right.

However, it is obvious that financial considerations have little or no bearing on the restriction of local control of the special class program to school districts of greater than 900 A.D.A.

Supervision Is Specialized

The problems of supervision of special class programs are no different from those of the regular classes except in one respect. The special class teacher is a specialist. She has training beyond



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the scope of that required in regular classes. The principal of the regular school seldom has the training necessary to determine the strength or weakness of the special class.

This difficulty could be overcome by employing slightly different methods. The teacher chosen by the local district could be selected from a list prepared by the county superintendent. Evaluation of the curriculum and its

enforcement should be made by the county superintendent's office as is presently the case. Some counties already are using this method in the supervision of regular class teachers.

The responsibility of the county superintendent for the curriculum should not be abridged or modified in any way. Indeed, it could not be, for he is already responsible for such matters. The enforcement of the regular

class curriculum in his county is his legal obligation.

The Administration of Special Classes

There are two general ways in which special classes have been set up in the counties of our state. The first method used has been for the county superintendent to acquire school property at a centrally located place and bring all of the mentally handicapped children to this school for the program. This follows the letter of the law but has a number of weaknesses.

There is no possibility for the special class child to associate with average and superior children during school. Traits of leadership are developed which are unreal. Adjustment to the normal social situation is even further delayed. The child can not find his place and the immediate kindness of permitting unreal opportunities only delays and makes more critical the adjustments which will be necessary unless the child is to be institutionalized.

Many counties were unable to find abandoned school plants nor was it possible to get Boards of Supervisors to allocate the large sums necessary to build whole new schools. This resulted in a temporary program which has since been found to be superior to that intended by the original legislation.

Although it may not fulfill the exact requirements of the school code, some counties operate the special class on the same site used by regular classes. The county class uses the facilities of the local district and parallel lines of local and county authority are set up. The special class teacher does yard duty under the supervision of the local principal, but comes and goes according to county regulations. In the best situations, a considerable portion of the regular child's nonacademic program is made available to the special class. These activities include use of library, dramatics, physical education, folk dancing, art, music, and any other non-academic activity in which the special class child can participate. He learns to compensate for his handicap and finds his place in the society of average and superior children. But the program is not the same in every situation. It is too permissive. A teacher or principal can refuse to co-operate and be within his rights. Sadly enough, it is most often the regular class teacher who doesn't co-operate. The reason for this lies in the nature of the children usually sent to the special class. The sad

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fact is they were sent because they were hard to handle. Teachers resent the return of trouble-makers especially when they no longer feel these children are the responsibility of the regular school.

Problems Which Arise

Nevertheless, the advantages lie with the use of the second or local method of administering special classes. Giving the special class child access to the society of average and superior children is perhaps the most important consideration even though the problems which arise are numerous.

The teacher of the special class under this assignment is responsible only to the county office. This is obviously a poor arrangement when she is required to use local facilities and to articulate her program with the local regular program. While most special class teachers are competent people, there are morale factors at work in the situation which result in difficulty. The special class teacher seldom feels she is a member of the local faculty co-operating to meet the needs of all the children, not just the ones in her own class.

Even when a real effort is made to fit the special class children into the regular program, the facilities usually work against one. Special classes are most frequently housed in inferior buildings not being used by the local district. They are often cut off from the communication system and may not even be on the bell circuit.

The public relations problems of the special class are severe. Intelligent parents who are unfortunate enough to have a handicapped child see this discrimination. They can not help but view the situation with distress. Even were these classes housed in the best building in the school, as long as they are cut off from the regular school program and association with ordinary children, they will foster social stigma.

Why Not Solve the Problem?

The worst things about this whole unhappy problem is its needlessness. I recently had the unpleasant task of escorting two little girls from a fourth grade across the playground to the old building housing the special class. Perhaps what made the greatest impression on me was the fact that neither of these children were discipline problems. This is not usually the case. Too many principals only exile the trouble-makers to the special class when they are oper-

ated by the county at local schools and when each child sent represents a loss in A.D.A.

These were attractive little girls. One was dressed as neat as a pin, the other perhaps a little soiled. Both had been found by individual tests to be mentally handicapped. We as a faculty had weighed the factors for and against referring them for this testing. We had known for some time, as good teachers most always do, that they were

handicapped. I do not know yet whether or not we were right. Should we give them the special class opportunity at the risk of loss of social opportunity? What does it mean to a mentally handicapped little girl to be placed in a situation which will cut her off from nearly every association with average and superior children? Why did we have to make such a radical change? Wouldn't it have been better to have taken her to the classroom next

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door for special work in fundamentals; a room just like all the rest except for the understanding of a teacher who knew her problems? Couldn't she just as well have gone back to her regular group for music and art that afternoon as would such a child in the city schools?

The whole thing seems unnecessary. We have proved these children can and will profit from continued association with average and superior children. Only one thing stands between these children and a normal social opportunity. The law contains a clause preventing us from taking them in and sharing fully in the responsibility for their program. There are already in operation the mechanisms for financing and supervision.

Needed Changes in Legislation

Section 9807 of the Education Code should be amended to make the establishment of special classes by the county superintendent mandatory only upon the failure of small districts to provide the service.

The state apportionment for the excess costs of mentally handicapped minors should be made payable to the district upon approval of the local program by the county superintendent. The special class teacher should be selected from a list maintained by the county superintendent of schools or the county superintendent should approve each local appointment.

The apportionment day rules of the state board of education for special class children should be adjusted to take into consideration the portion of the day spent with regular class children in non-academic learning.

It is important that action be taken immediately. Some counties have al-

ready begun to spend money to establish un-needed centrally located schools. Local schools are being built without provision for special classrooms. Those who believe in equal social opportunity for mentally retarded or handicapped youngsters in small schools must act now or lose the opportunity for action.

LET THEM FIND THEMSELVES . . .

(Continued from page 11)

Of course, there are social and psychological values inherent in group achievement. Being gregarious, as well as human, we do find growth in the group. But we do not find ourselves there. You cannot type an original until you stop putting a carbon copy in front of it. We are born alone; and, except for someone who, if we are lucky, loves us, we walk through life alone; and, finally, we die alone. All of us do.

Original and imaginative work is lonely work. Mass production has not, as yet, produced the creative imagination. And the gifted child, even at the primary level, does not live in the world; the world lives in him—his world. He has to find himself first and for his own information discover who he is before he can meet himself as a member of a group, even a gifted one.

We should know the book, the schools of thought—even when they are not thinking—the methods, the techniques, and the curricula before we attempt to teach the gifted child. But shouldn't we also know that, for his learning, we must often throw away the book? Not all flames are kindled by the same fuel. If the illumination which we plan to set before a gifted child isn't a pyrotechnic display for him, isn't it out?

Not All Alike

When a child is truly gifted, the facets of his creative ability will differ

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from those of other children. Fre-
quently, his education must also differ.
The reach of our aim for him should be
to help him reach who he is. We do
not have to inform him what his work
should be; he will tell us that.

Gifted children have three worlds in
which they live. First, they have the
world of their childhood. Then, they
have the world of adulthood to ap-
proach — gingerly. Our adult world
may look to us like the example of the
"before" picture, but we want the gifted
child to understand it so that he can
give it a better "after" look. Finally,
like us, gifted children have the inner
world of their own being.

Let's let them discover these worlds
before they are lost in the eternity of
mediocrity. Let's let our gifted chil-
dren have classrooms, workshops, ex-
perimental centers of their own for at
least part of their school day. Let's help
them find themselves.

Why should a gifted child have to
work in a polyglot classroom? Because
as an adult, he will work in a polyglot
world? Will he?

Does the M.D. consult with the
L.L.D., or the Ph.D., before he deletes
an appendix from a case history? Does
the steamfitter discuss how his steams
are fitted with the couturier? Do you, as
an educator, respond to the products of
the Fuller Brush man with the products
of the Rorschach?

Fight Against Loneliness

Gifted children need the companion-
ship and understanding that will come
from their meeting with other children
who are likewise. For, as they were
born knowing, they must bring their
work to perfection; and they often find
that the path to the summit is rough.
Many times their vision will fail, and
they will halt. We could help them
to keep climbing if we let them learn
that they are not by themselves in such
a failure.

The distance from real to ideal is too
vast. Today we may not make the
journey, nor even tomorrow. But if we
can learn beyond lingo, and if we can
find the warmth of understanding which
will come from other fallible human
beings like ourselves, then we may
achieve.

We may even advance education in
the direction of gifted children. All we
have to do is to apply ourselves.

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THESE ARE THE TALES THEY TELL	Grade 6

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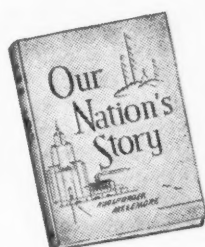
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58b. and 59b. You're a Young Lady Now and Very Personally Yours are two free booklets on menstruation for all age groups. Indicate number desired for classroom distribution. (International Cellucotton Products Co.) **58b. You're a Young Lady Now** is especially written for girls 9 to 12. It explains menstruation as a normal part of life; tells a girl how to take care of herself when that day does arrive. **59b. Very Personally Yours.** This booklet is for girls 12 or over. Its simple, straight-forward presentation of accurate, scientific facts has won wide acclaim.

60b. RCA Victor Educational Record Catalog. A new and revised edition of this catalog is available at 10 cents a copy. Is useful not only for the music teacher, but also for the social study teacher as well. (Radio Corporation of America.)

61b. 1954 Garden Spot Guide and Almanack plus 1954 catalog of unusual premiums for selling seeds. Earn premiums or cash for class activities. (Lancaster County Seed Company.)

3b. New Aids to Help Teach Menstrual Hygiene. Indicate quantity desired of each number. (Personal Products Corporation.)

1. Growing Up and Liking It. A booklet for teen-age girls.
2. Sally and Mary and Kate Wondered. A booklet for pre-adolescent girls.
3. It's So Much Easier When You Know. A booklet for fully matured girls.
4. Educational Portfolio on Menstrual Hygiene. A complete teaching kit.
5. How Shall I Tell My Daughter? A booklet for mothers.

24b. Creative Crafts with Crayola. A 32-page book of ideas on how to make useful gifts, party games, invitations, and many other articles—all of which the busy teacher can use or adapt for her own classes. (Binney & Smith Company.)

40b. The Case of the "Ten-Twenty" is more than a brief for the American Seating Company's new desk with level, 10° to 20° top positions. This booklet includes a quick summary of the Studies of the Texas Inter-Professional Committee on Child Development, which showed that children in thousands of classrooms are being exposed to glaring or insufficient light and to harmful posture with attendant visual focusing problems. Included also is a list of reference books related to lighting, seeing, seating, posture and child development. (American Seating Company.)

44b. Oil Pictures, a 32-page rotogravure booklet picturing the various phases of the petroleum industry. Available in moderate quantities to teachers in the seven Western states. (Standard Oil Company of California.)

51b. Hawaii Air Vacation Folders contain itineraries of Hawaiian vacations, lasting from 10 to 23 days, to help you with vacation planning. For educators only. (United Air Lines.)

52b. Aviation Teaching Aids folder outlines classroom materials available without charge. (United Air Lines.)

53b. California Air Vacation Folders detail low cost tours available. (United Air Lines.)

55b. Detailed Folder for 1954, giving all necessary information on SITA tours to Europe, Around the World, Mexico, South America, Orient and the West. (Students International Travel Association.)

56b. Catalog Westlake College of Music. Besides curricular this 50-page booklet lists complete facilities offered by the Nation's outstanding school of popular music training. Contains pictorial presentation of methods used and of personalities in stage, screen, radio and TV.

63b. How to Apply for a Summer Job— supplies information on the types of organizations that seek extra help during the summer months, and a list of more than 150 kinds of jobs that may be found in such organizations throughout the United States. Also supplies information on where and how a list of Summer Employers may be obtained for the 1954 Summer Session. One copy to a teacher. Not available after May 1, 1954. (National Directory Service.)

26b. France. This 24-page booklet, in color, with its charming cover and inside illustrations by well-known French artists, as well as beautiful photographs, contains much helpful information on what to see and look for in various regions of France. It stresses particularly the variety which is found in France. (French National Railroads.)

New Charters

Local charters granted by California Teachers Association in December and January included:

- 366 Santa Paula High School Teachers Association, Ventura County.
- 367 La Canada Teachers Association, Los Angeles County.
- 368 Mount Eden Teachers Association, Alameda County.
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- 370 North High Teachers Association, Kern County.
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"Educational Portfolio on Menstrual Hygiene" contains teaching guide, anatomy chart, copy of each booklet above.

Miss Anne Shelby
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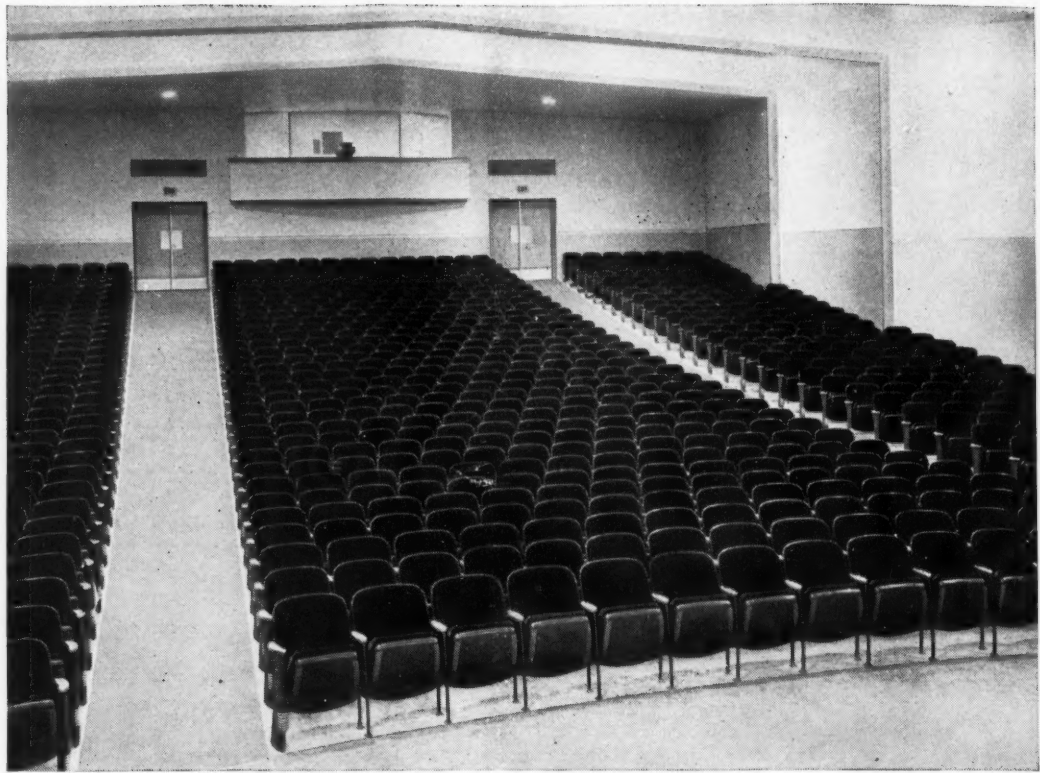
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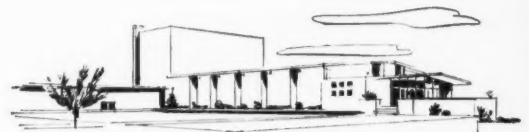
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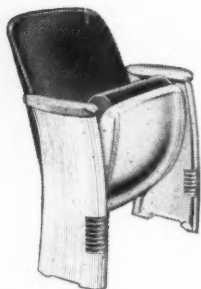


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